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ABSTRACT

This study was conducted to assess the effectiveness of the second year of the Exemplary Comprehensive Occupational Orientation and Vocational Program in the Tulsa, Oklahoma Public Schools. Data were obtained through a variety of student tests, teacher quarterly reports, interviews with administrators, and questionnaire responses. Findings obtained were: (1) At the elementary level, the special interest clubs program appears to have been successful, (2) Significant gains were made from pre- to post-test in regard to occupational awareness, (3) The hands-on experience program in the junior high curriculum proved to be effective, (4) Students enrolled in cluster courses at the tenth grade level progressed significantly, (5) The addition of counselors and a coordinator at each level seemed to have strengthened the operation of the program, and (6) Indications are that the program has prompted teachers to become more innovative in program planning and implementation strategies. Recommendations are included. (Author/SN)

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INTERIM EVALUATION REPORT

Project No. 0-361-0123

Contract No. OEC-0-71-0530(361)

AN EVALUATION OF OKLAHOMA'S EXEMPLARY VOCATIONAL EDUCATION AND OCCUPATIONAL ORIENTATION PROGRAM TULSA PUBLIC SCHOOLS - 1971-1972

Exemplary Project in Vocational Education Conducted

Under Part D of Public Law 90

Elaine Jorgenson

Robert Brown

James Key

Fall, 1972

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The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Elaine Jorgenson

Robert Brown

James Key

Fall, 1972

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SUMMARY

Title: An Evaluation of Oklahoma's Exemplary Vocational Education and Occupational Orientation Program, Tulsa Public Schools, 1971-1972

Investigators: Elaine Jorgenson, Robert Brown, James Key

Contracting Agency: Division of Research, Planning, and Evaluation
State Department of Vocational, Technical Education
Stillwater, Oklahoma 74074

Time Period: September 1, 1971-June 30, 1972

Purpose:

The specific purpose of this study was to evaluate the second year of the Exemplary Comprehensive Occupational Orientation and Vocational Education Program in the Tulsa Public Schools of Oklahoma. The eight original objectives, and the changes in the program based upon the recommendations of the previous year's evaluation were evaluated.

Procedure:

Data were gathered from the following sources: (a) pre-tests and post-tests developed by the Tulsa Public School System were given to all students in the program, (b) the Ohio Vocational Interest Survey, a standardized test was used at the junior high school level, (c) the Career Awareness Survey II, a test in the process of being standardized by Science Research Associates was given to students at each level, (d) the student questionnaires developed and used by Norton in the first evaluation were given to all students, (e) the teacher questionnaires developed and used by Norton were used, (f) interviews were conducted with the administrators and the counselors who worked directly with the program, and (g) the quarterly reports turned in by all the teachers in the exemplary program were reviewed.

Findings:

At the elementary level, the program of special interest clubs appears to have been quite successful in helping the students become aware of a wide variety of occupations. Analysis of the data collected indicated significant gains from the pre- to post-test. The other evaluation devices used at this level also indicated an increased awareness of a greater number of occupations. The junior high school program continued to provide some "hands on" experiences in career exploration. A greater number of students enrolled in the program during this second year, and the data from the locally developed career exploration tests indicate a significant gain in knowledge. The data collected from the other evaluation devices also indicate that the program at this level is meeting the

stated objectives. At the tenth grade level, the girls were enrolled in the home and community service cluster and the boys were enrolled in the construction occupations cluster. The data collected from the pre- and post-tests indicated the students were gaining in knowledge. The self-assessment inventory completed by the students indicated that, generally, students believed they had attained some entry level skills. Several students did receive part-time jobs based on their experiences. A seven-week intensive skill training program for senior students was conducted in the spring for the first time. Training was provided in five areas - vocational business, service station attendant, child care aide, marketing and merchandising, and offset printing. The addition of counselors at each level and a coordinator for the exemplary program has strengthened the operation of the program. The administrators indicated the program had expanded and the teachers were becoming more innovative in their program planning and implementation.

Recommendations:

Thirteen recommendations were made based on the findings of the evaluation. The major recommendations as summarized are: (1) Continue funding for another year, (2) Expand the career education concept into all areas of curriculum at all levels, (3) Continue the in-service training of staff, (4) Develop a more adequate system of communication, (5) Organize an advisory council, (6) Develop a more adequate method of placing tenth grade exemplary students into the continuous vocational program, (7) Study the possibility of including more job clusters at the high school level, (8) Expand, refine, and continue follow-up studies, (9) Expand equipment, facilities, and meterials where needed.

CHAPTER I

INTRODUCTION

In the fall of 1970, Oklahoma and the Tulsa Public Schools initiated an "Exemplary Comprehensive Occupational Orientation and Vocational Education Program". This evaluation is the report of the second year of the three-year project.

The original proposal identified eight broad objectives:

(1) To establish methods whereby elementary school students may become acquainted with the wide range of occupations and the varied educational offerings of the school.

(2) To combine our latest findings relative to vocational guidance into a counseling and exploratory work experience program for junior high school students which will provide them with the necessary skills to make a reasonable occupational and training choice.

(3) To provide the skills training in a cluster of occupations at the tenth grade level which will insure entry level competence and potential advancement characteristics for success in cooperative programs or in vocational programs in the area school or home high school.

(4) To institute cooperative on-the-job training experiences in a cluster of occupations to intensify skill training and increase job readiness.

(5) To provide intensive skill training to those non-vocational about to leave high school for a job.

(6) To increase the students' understanding and desire for additional training beyond high school where appropriate.

(7) To inaugurate supplementary training programs such as summer training for job entry.

(8) To try alternative methods based on related research for using the facilities of the area school in an exemplary program.

To implement the eight original objectives, special emphases were introduced into the program in the Tulsa Public schools. At the elementary level, special interest clubs built on the 4-H concept were initiated in 1970 and were continued during 1971. Clubs for 5th and 6th grade students with a volunteer club sponsor explored many occupations. Miss La Vonne Hunter, elementary school counselor, worked with the elementary school sponsors and coordinated their activities. Eight schools participated in this aspect of the program with an extent of participation as shown in Table I.

TABLE I

PERSONNEL AND EXTENT OF PARTICIPATION BY ELEMENTARY SCHOOLS IN THE TULSA EXEMPLARY PROGRAM, 1971-1972

La Vonne Hunter - Counselor

School	Principal	Sponsors	Club Enrollment September
Irving	Wilma Burleson	Karen Tyner	24
Jefferson	Naomi Wilkerson	Gerry Nichols	27
Johnson	Harry Griggs	Don McGowan	50
Lincoln	John Cagle	Sara Abel Helen Bailey	52
Longfellow	Naomi Wilkerson	Ruth Huggins	22
Lowell	Marilyn Hunnicutt	Steve Wigginton	25
Pershing	Pearl Henley	Eunice Copeland	30
Riverview	James Sturdivant	Helen White	22
		TOTALS	252

The Junior High School Orientation and Exploration of Occupations aspect of the Exemplary program was carried out through a restructuring of the industrial arts and home economics programs at the 8th and 9th

grades. At the seventh grade level, a career orientation course was offered. Each student had some opportunity to explore through actual work experience a number of career clusters. It is anticipated that these programs will be continued. Two junior high schools, the receiving schools for students from the elementary schools, participated in this program. The personnel involved and the extent of participation are shown in Table II.

TABLE II

PERSONNEL AND EXTENT OF PARTICIPATION BY JUNIOR HIGH SCHOOLS IN THE TULSA EXEMPLARY PROGRAM, 1971-1972

Dewey Martin - Counselor

School	Principal	Sponsor	Enrollment
Horace Mann Jr. Hi.	Jack Pontious	Patricia Carson	16
		Joe Eastham	16
Roosevelt Jr. Hi.	Carl Kime	Betty Parker	38
		Frankie Roemer	16

At the senior high school level, one high school, Central High, participated in the exemplary program. Central High is the recipient high school for students from the participating junior high schools. The tenth grade students for this report year would have had the exploratory experiences carried out in the junior high school the previous year. The students at the tenth grade level participated in a two semester, two period per day program with emphasis upon job clusters. After students have completed the tenth grade program, they may enter the regular vocational program in the local high school or attend the area vocational school. The personnel and student enrollment in the Central High program are shown in Table III.

TABLE III

PERSONNEL AND EXTENT OF PARTICIPATION BY CENTRAL HIGH SCHOOL IN THE TULSA EXEMPLARY PROGRAM, 1971-1972

Daryl Browning - Counselor

School	Principal	Teacher	Enrollment
Central High	Gene Tucker	Iwannah Lusty	39
		Eugene Williams	41

Supplementary training programs were carried out this past year based upon a recommendation of the previous year's evaluation. A seven-week basic occupational training program on an extended day basis was started for seniors. A total of 107 students enrolled for the seven-week program. The areas of training available during the seven-week program were vocational business, service station attendant, child care aide, marketing and merchandising and offset printers. Sixty-eight students completed the course and sixty-five of these received ½-unit of high school credit.

Also, as a result of the 1970-1971 evaluation and recommendations, several other changes were made in the program. A coordinator for the exemplary program and three counselors were appointed to serve the Exemplary Program; specifically, one counselor served each of the three levels involved. The director of vocational education and members of his staff, members of the research department of the Tulsa public schools, the project coordinator and the counselors revised the program objectives to apply more directly to the different levels within the program. The new objectives for the levels were stated in behavioral terms as follows:

Elementary Exemplary Program Objectives

(1) To develop in students knowledge about the world of work.
(2) To help students relate educational requirements and job tasks needed to various occupations.

Junior High Exemplary Program Objectives

(1) To increase the students' knowledge of the jobs and benefits within various occupational families.
(2) To develop students' knowledge of how to gain entry into and to succeed in the world of work.
(3) To develop the students' knowledge of his vocational preferences and capabilities.

Senior High Exemplary Program Objectives

(1) To assist students to narrow their vocational choice to one cluster or occupational family.
(2) To provide students with knowledge and experience in the skills of a selected job cluster.
(3) To develop students' entry level vocational skills in a selected occupation.

The evaluation team for the second year of the project identified the following objectives and procedures as a guideline for its functions within the existing framework:

(1) Determine how well the stated objectives are being met by the exemplary program.

(2) Determine the impact the program has had upon the students participating, the teachers participating, and the total school system.

(3) Determine if the program is meeting the guidelines set up for exemplary programs in the vocational amendments of 1968.

(4) Determine to what extent the program has implemented the recommendations of the 1970-1971 evaluation.

(5) Develop recommendations based upon the evaluation of the program in 1971-1972.

For ease of reading and clarity of findings, this report is divided into several chapters. The second chapter reports the evaluation of each level, the third chapter reports evaluation interviews with the administrators and the counselors. The fourth chapter relates program activities to the original eight objectives of the original proposal and the last chapter presents the summary and recommendations from the second year evaluation.

CHAPTER II

PROGRAM RESULTS AT THE DIFFERENT LEVELS

Elementary School Program

Based upon the recommendations of the 1970-71 evaluation to restate objectives in more specific and measurable terms, the following two objectives were identified for the elementary school level program.

(1) To develop in students knowledge about the world of work.

(2) To help students relate educational requirements and job tasks needed in various occupations.

To accomplish these objectives, the World of Work clubs organized the previous year were continued. During the club meetings at the various schools, a wide variety of occupations were discussed by speakers who visited the clubs. Panel presentations were given as follows:

(a) Telephone company representatives comprised of a telephone operator, service representative, and telephone installer.

(b) Vo-Tech center students studying in the following areas: auto-body repair, business education, cosmetology, dental office assistant, diesel mechanics, food services, radio and television repair, welding, and printing.

(c) Construction workers composed of electricians, carpenters, and plumbers.

Individual speakers included representatives from the following occupations:

(a) trucker
(b) baseball player
(c) trash hauler
(d) stage craft manager
(e) airline stewardess
(f) counselor
(g) coordinator
(h) vocational teachers

(i) disc jockey
(j) newspaper columnist
(k) restaurant manager
(l) cook
(m) attorney
(n) florist
(o) barber
(p) photographer
(q) zoo director
(r) nurse
(s) television newscaster
(t) fireman
(u) policeman
(v) optometrist
(w) railroad engineer
(x) marine
(y) meterologist
(z) home economist

Field trips were taken by the elementary students in the World of Work Clubs to the following places:

Court House
Library
Post Office
ICC Crane Carriers
Unit Rig
Spartan School of Aeronautics
Restaurant
Zebco
High School
School Photo
Newspaper
Junior High School
Christian Church
Radio Station
Oklahoma Natural Gas
Frankhoma Pottery
Southwestern Bell Telephone
Bryan's Infant Wear
TV Station
Bank
Flower City
Public Service Company

Discussions within the clubs were organized under the following topics:

Personal Development
Jobs and Job Families
Construction
Service Occupations
Basic Occupational Terms
Health Services
Space Career Possibilities
Driving Occupations
Business, Office and Clerical Occupations
Home Community Services

Three basic evaluation techniques were used for evaluating the objectives at the elementary level (see Appendix A for copy of evaluation instruments):

(A) A pre-post test developed by the teachers in the exemplary program with the assistance of the research department of the Tulsa Public Schools was given by the teachers to their individual groups. The test included questions related to the two objectives specifically identified for the elementary school level. The pre-test was given early in the school year as soon as the groups were organized. The post-test was given the last week of April.

(B) The students participating in the clubs were asked to identify as many occupations as they could at the end of the year after participating in the activities in the clubs.

(C) The "Career Awareness Survey II" developed by the Science Research Associates, was given to all of the students participating in the program. Permission was granted by Science Research Associates to use this survey (see Appendix A for letter of permission).

Table IV (page 9) gives an analysis of the pre-test--post-test scores made available to the evaluators by the coordinator of the program. From the analysis of the pre-test scores, one can find a range of scores from 17 to 57 out of a possible score of 62. The range of the mean scores for the pre-test in the eight schools is from 35.95 to 46.0. The range of mean scores in the post-test is from 35.93 to 51.67. Comparison of the pre-test and post-test means for each school shows a range of changes in means from a loss of 1.85 points to a gain of 10.40 points. Seven of the eight schools had gains in their mean scores. A gain in mean scores of 6.00 for the total group indicates learning was taking place. The correlated $\underline{t}$ value of 7.3882 with 171 degrees of freedom was significant at .01 level.

Students in the 5th and 6th grade clubs were asked to list the number of occupations with which they had become acquainted during the special club activities. Table V gives a summary of the number of occupations listed (see Appendis B for listing of occupations). Blank spaces were allowed for a listing of 40 occupations, but the students listed many more on the back of the sheets. A total of 130 different occupations or occupational families were identified by the 230 students responding. The range of occupations listed was from 0-113 with a mean for all schools of 34.4.

TABLE IV

ANALYSIS AND COMPARISON OF PRE-TEST AND POST-TEST SCORES
FOR ELEMENTARY STUDENTS ON LOCALLY DEVELOPED
CAREER EXPLORATION TEST

School	No. Taking Both Pre-Post Test	Pre-Test		Post-Test		Gain in Mean Score
		Range	Mean*	Range	Mean*	
Irving	6	29-52	46.00	45-59	49.33	3.33
Jefferson	23	26-57	42.70	40-58	50.65	7.95
Johnson	41	17-35	35.95	11-56	35.93	.02
Lincoln	43	19-53	36.95	42-60	47.35	10.40
Longfellow	14	27-56	43.71	22-57	41.86	-1.85
Lowell	15	38-49	42.73	39-62	51.67	8.94
Pershing	17	28-54	38.47	39-54	41.71	3.24
Riverview	41	28-50	42.73	37-61	45.33	2.60
Pre-Test Mean Score for All Schools			39.6860	Post-Test Mean Score for All Schools		45.6919
Standard Deviation			8.3454			9.0793

Correlation between all pre- and post-test scores: r = .2535; df 170; significant .01

Correlated t value comparing total pre- and post-test means: t = 7.3882; df 171

TABLE V

SUMMARY OF RESPONSES OF ELEMENTARY STUDENTS OF OCCUPATIONS IDENTIFIED

	Riverview	Johnson	Longfellow	Irving	Lincoln	Pershing	Lowell	Jefferson
Number of Students Enrolled Sept.	22	50	22	24	52	30	25	27
Number of Students Responses	22	43	23	15	43	36	18	30
Range of Number of Occupations Listed	13-40	4-41	9-40	1-40	25-113	0-40	29-58	12-40
Mean Number of Occupations Listed	30.4	20.3	27.4	35.3	59.	33.1	41.3	32.6

Mean for all schools 34.4

In the evaluation of 1970-71, space for the listing of only 25 occupations was available to the students. The mean range for the group last year was from 8.9 to 24.2. From a review of the complete list in Appendix B, one can see that the students in the elementary clubs have become aware of a wide variety of occupations.

The third evaluation device used with the elementary students was the Career Awareness Survey from Science Research Associates. Table VI presents the data from this survey. The range of the mean scores for the 237 elementary school participants was from 18.4 to 25.0. The mean score for all of the elementary schools combined was 22.7. Four questions on this survey seem to be most pertinent to the objectives of the elementary school exemplary program.

Question 12. How many jobs could you tell someone about?

(A)	Hardly any	24 responses or 12%	
(B)	About 10	40 responses or 17%	
(C)	About 20	57 respones or 24%	236 total responses
(D)	About 30	42 respones or 17%	
(E)	More than 30	73 respones or 30%	

Question 13. What do you think is the best way to learn about a job?

(A)	Read about it	15 responses or 7%	
(B)	Talk to someone who has the job	145 responses or 67%	215 total responses
(C)	Talk to parents or teachers	12 responses or 5%	
(D)	Join a club	16 responses or 8%	
(E)	Some other way	27 responses or 13%	

Question 22. Do you know what job you would like to have when you grow up?

(A)	Yes, I'm sure	82 responses or 35%	
(B)	Yes, I think I do	61 responses or 26%	
(C)	No, but I have some ideas	78 responses or 33%	234 total responses
(D)	No, I don't know at all	13 responses or 6%	

Question 30. Could you tell someone about the kind of work an adult in your family does?

(A)	No	14 responses or 6%	
(B)	Just a little	48 responses or 21%	232 total responses
(C)	Yes	170 responses or 73%	

TABLE VI

RESULTS OF SRA CAREER AWARENESS SURVEY FOR EACH ELEMENTARY SCHOOL PARTICIPATING IN THE EXEMPLARY PROGRAM

School	No. Taking Test	Range of Scores	Mean Score
Irving	15	16-29	23.4
Jefferson	30	17-30	25.0
Johnson	43	11-30	18.4
Lincoln	52	1-31	24.4
Longfellow	21	5-31	20.9
Lowell	18	19-31	24.8
Pershing	35	10-32	22.2
Riverview	23	16-29	24.0
TOTAL	237		
Mean for all schools	22.7		Possible Score 33

The elementary teachers were also asked to evaluate the exemplary program. They were asked to respond to the same Process Self Evaluation form that was used in the evaluation of the previous year. (See Appendix B for a complete summary of responses.) Items on the form called for responses according to the following code:

Code	Rating Scale
5	Excellent - conditions or provisions are extensive and functioning well
4	Very Good - conditions or provisions are moderately extensive and functioning well
3	Good - conditions or provisions are average and functioning satisfactorily
2	Fair - conditions or provisions are limited and functioning unsatisfactorily
1	Poor - conditions or provisions are very limited and functioning poorly
M	Missing - but needed
N	Missing - but not needed

The items with the lowest mean score or with the number of "M's" or "N's" exceeding half of the responses were #6, #14, #15, #26, and #31. Question Number 6, "Are economic activities and concepts related to occupations?" received a mean score of 2.6. No respondent marked the M or the N category.

Number 14, "Do teachers have adequate time to prepare and coordinate instruction?" This item received a mean score of 2.5 and five of the seven teachers identified this as missing but needed. One of the seven teachers gave this item a rating of 4 and another rated the item 1.

The item number 15, "Is material for instruction well organized?" received a mean score of 2.6. Three teachers gave this item a 3 rating, two rated it a 2 and one teacher rated it N and one teacher did not rate this item.

Item 26 relating to advisory councils received either an M or N rating. Four teachers rated this item as missing but needed and 2 teachers rated the item as missing but not needed. One teacher did not respond.

Item 31, "Has a planned and coordinated public relations program been implemented?" received a mean rating of 3; however, 2 of the 7 teachers rated this missing but needed and 4 of the 7 rated this as missing but not needed.

The item receiving the highest rating was item 18, "Does a special occupational interest club exist?" All of the teachers indicated that their school had a special interest club as was expected.

Item 16 listed a number of teaching techniques and the teachers were to identify those they used and list any other activities they used. The techniques listed by all the elementary teachers were games, bulletin boards, class discussion, field trips, films and filmstrips. The teachers rated the resource persons and the field trips highest. Student reports, notebooks, window displays, use of mock corporation and use of mock union organization were listed by only one teacher.

Items 28 and 29 under Professional Growth were open-ended questions. Item 28 asked for a listing of experiences in which the teacher had participated to increase competences for working with the exemplary program. All of the teachers responded to this item. A variety of experiences were cited:

(a) In-service education meetings

(b) Talking to resource personnel

(c) Visiting industries

(d) Field trips

(e) Summer workshop

(f) Trying to incorporate the club objectives into the homeroom curriculum.

Each teacher was to specify needed in-service training to help them make the exemplary program more effective in item 29. The following were listed:

(a) More work on correlating club activities into the homeroom.

(b) More workshop.

(c) Aid in developing projects on the childs' level to help the child relate to industry.

(d) Workshop to familiarize teachers with opportunities in world of work.

In summary, when comparing the responses of the teachers this year to the responses of the teachers last year, the areas of concern identified again this year were those relating to adequate time for preparation, organization of advisory councils and a public relations program. The need for advisory councils and a plan for communicating the program to others are still concerns which the teachers feel have not been adequately met. (See Appendix B for complete summary.)

The elementary teachers were also asked to state what they considered to be the major strengths and the major weaknesses and the recommendations for their program. The following summarizes the strengths listed:

(a) Creates in the students a greater desire to learn.

(b) Students begin to appreciate the dignity of work.

(c) Creates an awareness of many types of jobs.

(d) The counselor aided the program.

(e) The busses provided made possible many excellent field trips.

The teachers listed the following weaknesses of the program:

(a) Need more time for planning.

(b) Need for awareness of the program by the total school.

(c) All elementary school children need the opportunities to learn these concepts.

(d) Need to have the club activities in the homeroom rather than after school.

Recommendations from the elementary teachers include the following:

(a) Explore more areas of job clusters.

(b) Need to see more workers actually doing the job.

Junior High Program

Restatement of the original project objectives, as recommended in the 1970-71 evaluation, produced the following specific objectives for the program at the junior high level:

(1) To increase the students' knowledge of the jobs and benefits within various occupational families.

(2) To develop the students' knowledge of how to gain entry into and to succeed in the world of work.

(3) To develop the students' knowledge of their vocational preferences and capabilities.

The programs of occupational orientation and exploration conducted during the first year of the project were continued. The previously existing programs in the seventh grade of exposure to a variety of job clusters was continued with little modification. The career exploration and "hands on" experiences developed for the eighth and ninth grades were continued with apparently some slight expansion with respect to availability to students. Evidence of the expansion is obtained from the facts that the program enrollment increased and the teachers' self-evaluation forms indicated a high degree of "free election" by the students.

Several instruments were used to assess the impact of the program on the students involved. These included a locally developed career exploration test, the yet unpublished Career Awareness Survey from Science Research Associates, and the Ohio Vocational Interest Survey (OVIS).

The career exploration test developed through the assistance of the research department of the Tulsa Public Schools was given as both a pre-test and post-test to the exemplary classes. A total of eighty-seven students provided results from both testings. The basic analyses of results and comparisons are shown in Table VII.

TABLE VII

ANALYSIS AND COMPARISON OF PRE-TEST AND POST-TEST SCORES FOR JUNIOR HIGH EXEMPLARY CLASSES ON LOCALLY DEVELOPED CAREER EXPLORATION TEST

School	No. Taking Test	Pre-test			Post-test		
		Range	Standard Deviation	Mean	Range	Standard Deviation	Mean
Horace Mann	26	55-119	14.3	86.7	46-119	21.3	85.5
Roosevelt	61	35-115	17.5	80.4	34-113	18.2	87.0
Both Schools	87	35-119	16.8	82.3	34-119	19.1	86.9

Correlation between all pre- and post-test scores: $r = .76$

Correlated t value comparing total pre- and post-test means:
$t = 3.365$
$p < .01$ df .85

Considering all exemplary classes, a significant gain in knowledge was made during the year. This is derived from the fact that the correlated t value of 3.365 between total group, pre- and post-test means is

significant beyond the .01 level. It is obvious from figures on the table that this difference is due to the increase in scores at Roosevelt Junior High. The reason for this difference is not obvious. It does suggest a further investigation of the scores and the instrument as the Roosevelt post-test mean was only slightly higher than the Horace Mann pre-test mean. Of greater importance, however, is the fact that the general level of test results was relatively high which would support the idea that the students have gained, through some means, a reasonable amount of knowledge about occupations.

In order to obtain an assessment of the students' knowledge of entry and success characteristics of occupations, permission was obtained to administer the SRA Career Awareness Survey to all eighth and ninth grade students in the schools with exemplary classes. The results of the survey for the total and each exemplary class and the total of all other classes are presented in Table VIII.

TABLE VIII

RESULTS OF SRA CAREER AWARENESS SURVEY FOR EACH ONE AND TOTAL OF EXEMPLARY CLASSES AND TOTAL OF REGULAR CLASSES IN JUNIOR HIGH SCHOOLS

Group	No. Taking Test	Range of Scores*	Mean Score
Roosevelt - Roemer	14	17-30	26.0
Horace Mann - Carson	10	6-31	18.8
Roosevelt - Parker	32	12-32	23.8
Horace Mann - Eastham	14	12-33	22.5
Roosevelt - Gray	14	17-33	26.3
Total Exemplary	81	6-33	24.6
Total Other Jr. High	305	7-33	23.3

*Maximum possible score = 33

Here, it can be seen that the exemplary classes are not very different from regular classes on the bases of means and ranges of scores. Again, as with the elementary school responses to the survey, four questions appear to be most pertinent to the over-all objectives of the projects. Responses to these questions are summarized as follows:

Question 12. How many jobs could you tell someone about?

(A)	Hardly any	18 responses = 21%	85 total responses
(B)	About 10	21 responses = 25%	
(C)	About 20	18 responses = 21%	
(D)	About 30	11 responses = 13%	
(E)	More than 30	17 responses = 20%	

Question 13. What do you think is the best way to learn about a job?

(A)	Read about it	13 responses = 15%	65 total responses
(B)	Talk to someone who has the job	51 responses = 60%	
(C)	Talk to parents or teachers	11 responses = 13%	
(D)	Join a club	No responses	
(E)	Some other way	10 responses = 12%	

Question 22. Do you know what job you would like to have when you grow up?

(A)	Yes, I'm sure	26 responses = 31%	84 total responses
(B)	Yes, I think so	25 responses = 30%	
(C)	No, but I have some ideas	27 responses = 32%	
(D)	No, I don't know at all	6 responses = 7%	

Question 30. Could you tell someone about the kind of work an adult in your family does?

(A)	No	12 responses = 14%	84 total responses
(B)	Just a little	9 responses = 11%	
(C)	Yes	64 responses = 75%	

These responses show a close similarity to those obtained from the elementary students with perhaps a slightly greater tendency for the elementary students to be able to describe jobs, including those by members of the family. The effect of the club program may be evident from a similar assessment made in a couple of years, when students who have been in the clubs are in the junior high.

A final check of impact on students was made through the administration of the OVIS to the students in the exemplary classes. Since the first year evaluation showed the exemplary students to be very similar to control groups from regular classes in other schools, it was deemed unnecessary to utilize control groups for the current evaluation. This would tend to infer, since no special programs were offered in the other schools, that any improvement in status detected by the OVIS was due either to effects of the program or to general development within all students. In either case, the basic and long range objectives of the program would be met.

The greatest benefit from OVIS results can be obtained through individual counseling with the student. Since, as its name implies, it is an interest survey, group means for comparison are not only unavailable, but would also have little meaning. Group analysis, therefore, is most appropriate when based on comparing an individual with himself. Such an analysis is possible from the OVIS by comparing an individual's choices for specified occupations (from twenty-six options) with his rank-ordered interest in these same occupations. The data in Table IX show the relationships, through percentage distributions, of exemplary students' first and second choices for occupations with their expressed interest in these occupations as measured on the OVIS.

The last column of the table shows the percentage of cases in which an individuals' stated choices for occupations are ranked greater than fourth in his rank-ordered list of expressed interest in all occupational categories included on the instrument. These data seem to show that, especially for Horace Mann girls, there is little relationship between these students' choices for occupations and their strong interest in

TABLE IX

PERCENTAGES OF AGREEMENT BETWEEN STATED OCCUPATIONAL CHOICES AND THEIR POSITION IN RANKED INTEREST SCALES ON THE OVIS FOR JUNIOR HIGH SCHOOL EXEMPLARY STUDENTS

School	Group	Stated Occupational Choice	Occupational Choice Location as Rank Position of Interest Scale				
			1	2	3	4	Above 4
			Percentages				
Roosevelt Junior High	Girls (N=34)	First	35	24	6	6	29
		Second	26	9	15	0	50
	Boys (N=20)	First	15	15	0	15	55
		Second	10	0	10	10	70
	Total (N=54)	First	28	20	4	9	39
		Second	20	6	13	4	57
Horace Mann Junior High	Girls (N=13)	First	8	8	0	0	84
		Second	8	8	15	15	54
	Boys (N=14)	First	14	14	7	14	50
		Second	7	7	14	0	71
	Total (N=27)	First	11	11	4	7	67
		Second	7	7	15	7	63
Both Junior Highs	All Girls (N=47)	First	28	19	4	4	45
		Second	21	9	15	4	51
	All Boys (N=34)	First	15	15	3	15	53
		Second	9	3	12	6	71
	Grand Total (N=81)	First	22	17	4	9	48
		Second	16	6	14	5	59

occupations of these choices. Comparison with similar data in the previous year's evaluation shows little over-all change. Roosevelt showed a slight improvement while Horace Mann showed a slight decrease in relationship to balance out with, effectively, no net change.

These figures can be misleading, however, when it is realized that the main concern should be whether a person's choices (one or both) are within his strongest interest group. An analysis was made on the instances in which either or both of the students' occupational choices were within the top five occupations of interest to them. The results of this analysis are given in Table X.

TABLE X

PERCENTAGES OF INSTANCES OF STATED OCCUPATIONAL CHOICES FALLING WITHIN FIRST FIVE INTEREST SCALES ON THE OVIS FOR JUNIOR HIGH SCHOOL EXEMPLARY STUDENTS

School	Group & N	Incidence of Stated Occupational Choice Occurring in First Five Interest Scales			
		First Choice Only	Second Choice Only	Both Stated Choices	All Combinations of Choices
		Percentages			
Roosevelt	Girls - 34	21	15	47	82
	Boys - 20	30	10	25	65
	Total - 54	24	13	39	76
Horace Mann	Girls - 13	15	46	8	69
	Boys - 14	36	7	21	64
	Total - 27	26	26	15	67
Both Schools	Girls - 47	19	23	36	79
	Boys - 34	32	9	24	65
	Total - 81	25	17	31	73

A much higher relationship between interest and choice is inferred from these data when it is seen that a minimum of about two-thirds (64%) of any single group (Horace Mann boys) showed a reasonably strong relationship between choice of and interest in an occupation. The highest agreement is found in the Roosevelt girls when 82% of them expect to follow an occupation in which they have a relatively strong interest. The conservative nature of even these findings is revealed by an examination of individual responses. This examination shows that in many instances, though a students' specific choices are not among his top interests, they are closely related to his top interest. Thus, the counselor could probably find much benefit from the OVIS in helping students realize their interests and capabilities. The foregoing results seem to show that the objectives of the program in this direction are being met.

Evaluation of the program was not based solely on student data, as teachers were asked to complete a self-evaluation questionnaire to provide process assessment. Those items on the questionnaire which were rated as "very good" or "excellent" by the five exemplary program teachers included the extent to which:

(1) Program objectives are realistic in terms of philosophy and objectives of the school.

(2) Counseling is interwoven into the exemplary program.

(3) Meetings to coordinate teachers' efforts are regularly scheduled.

(4) Pupils may freely elect the program.

(5) Self-concepts are presented in an interesting and stimulating manner.

(6) Opportunities are provided for a variety of new and experimental approaches.

(7) Students have an opportunity to explore occupational opportunities.

(8) Plans are being made to assume continuity and follow-up of students' developed interests.

Those items which were rated lowest by the teachers, and most often missing, included the extent to which:

(1) A special occupational interest club exists.

(2) A citizens' advisory committee exists to help plan and evaluate.

(3) The program is explained to other teachers and coordinated with other programs.

These latter items all appeared in a similar list from the first evaluation. In other words, some of the initial felt deficiencies are still present. Of encouragement, however, is that fact that two items on the original, low-rated list -- counseling in the program and free election by students -- are now among the highest rated characteristics. All the items rated high by the teachers during the first year remained on the list for the current year. This shows that progress has been made without losing existing strengths.

The teachers also identified characteristics which they felt were strengths or weaknesses of the program (see Appendix B). The strengths which were mentioned fell into the following four types of benefits which the program was able to provide:

(a) Developing skills and knowledge associated with the world of work.

(b) Providing personal improvement in such areas as interpersonal relations, good grooming, and proper work habits.

(c) Relating school activities to the students' needs.

(d) Providing attainable goals for the future.

The major weaknesses of the program as stated by the teachers, based

on number and type of responses, were related to the need for improvement of the program and its setting. Mentioned were such needs as greater out-of-school contact with the world of work, including "hands on" experience, longer time in the program and greater availability to students. Other weaknesses identified were the need for more community involvement and better coordination of the exemplary program with the regular school program. Some of the identified weaknesses had been cited in the earlier evaluation as areas needing improvement.

In considering possible improvements, the teachers provided two basic recommendations. The first of these is a recurring theme throughout all the evaluations and that is giving more students an opportunity to enter the program. This could mean not only greater availability to students in the exemplary schools but also offering the program in other schools in the system. The idea could actually be expanded to say "make career education the foundation of all programs in the schools." The second recommendation suggested improved screening procedures for students entering the program. The purpose of this step would be to provide the teacher with better information with which to structure the class and activities for each student.

Taken in all, the objectives set for the junior high schools are apparently being met, though some deficiencies continue to exist. Caution should be exercised to assure that a stigma of limited access is not applied to the program but rather that its concepts become an integral part of the curriculum.

Senior High Program

The restatement of the 1970-1971 objectives in more specific and measurable terms resulted in the following objectives for the senior high program:

(1) To assist students to narrow their vocational choice to one cluster or occupational family.

(2) To provide students with knowledge and experience in the skills of a selected job cluster.

(3) To develop students entry level vocational skills in a selected occupation.

To accomplish these objectives the two semester, two period per day skill training classes were continued at the tenth grade level. These classes offered training in the construction occupations for the boys and home and community service occupations for the girls.

Mr. Eugene Williams taught twenty-two boys in three separate sections. The students received instruction in the following major areas: (1) masonry, (2) electricity, (3) drafting, (4) carpentry, (5) hand and power tools (carpentry), (6) painting and finishing, (7) assembly line production and employment. Some of the major activities carried out within these areas were the planning, drawing, and construction of a complete one room house in the shop, having resource people talk about their occupations and trying out skills in the occupations by actually doing them.

Mrs. Iwannah Lusty taught thirty-five girls in three sections of home and community service occupations. The major cluster areas taught were: (1) general career exploration, (2) health services, (3) home nursing, (4) child care, (5) food service, and (6) grooming and personal development. Some of the major activities carried out within these units

were field trips to a beauty shop and a restaurant, demonstrations by a hair stylist and a fashion coordinator, construction of sewing projects and craft items, and use of role playing, films, bulletin boards to simulate and try out occupational experiences.

The Cooperative Vocational Education program which offered cooperative training in distributive, industrial, and office occupations was continued at the eleventh and twelfth grade levels. This program consisted of one hour of occupational related instruction and three hours of on-the-job work each day. The work was periodically supervised by the teacher-coordinator. This program which was in operation prior to the exemplary project was not actually an integral part of the exemplary project, but was closely coordinated with the tenth grade programs to provide on-the-job experience for those who desired it the following year.

In addition to the continuing programs, a seven-week basic occupational training program was conducted in the spring. One-half credit was offered for the program and sixty-five students completed with credit. Three students completed the program, but did not elect to receive credit. The five occupational areas offered were:

(1) Vocational Business

(2) Service Station Attendant

(3) Child Care Aide

(4) Marketing and Merchandising

(5) Offset Printing.

Instructors already within the school system who were qualified taught these occupations on a condensed intensive basis. The classes met in the afternoons and evenings approximately three hours per day for the seven weeks.

Four techniques were used for evaluating the objectives at the senior high school level:

(A) Pre-test - post-tests developed by the Tulsa School System.

(B) A Self-Assessment of skill achievement used in the 1970-1971 evaluation.

(C) A follow-up of last year's participants.

(D) Science Research Associates' "Career Awareness Survey".

The School Sentiment Index used in the 1970-1971 evaluation was omitted in the 1971-1972 evaluation based on the idea that the SRA "Career Awareness Survey" would measure the characteristics necessary for success in vocational programs to a greater extent.

In the construction trades, the range of 103 among the scores on the pre-test (Table XI) indicated quite a variation among the students in knowledge before the instruction began. As would be expected, this variation decreased after instruction, as indicated by a range of 54, but the size of the reduction in variation was considerable, almost 50%. A Pearson Product Moment coorelation coefficient of .73 with 18 degrees of freedom and significant beyond the .01 level revealed the students exhibited a high degree of consistency between pre- and post-test. The mean gain of 21.9 indicated the students did learn the material for which they were tested between the pre- and post-test. Further substantiating this indication of gain in knowledge was a correlated t test score of 6.53 with 19 degrees of freedom which indicated a gain between pre- and post-test significant beyond the .01 level.

The girls home and community class reversed the trend begun by the construction trades class. The girls relatively small range of 38 indicated on the pre-test widened to a range of 46 on the post-test

signifying a slight increase in variation after instruction. A Pearson Product Moment correlation coefficient between pre- and post-test scores of .29 (not significant at the .01 level) indicated some inconsistency between the relative standing of individuals on the pre- as compared to the post-test.

A mean gain of 22.2 would indicate the students learned the material tested over between pre- and post-test. This was further substantiated by a correlated t test of 6.80 with 19 degrees of freedom which was significant beyond the .01 level indicating a significant gain between pre- and post-test scores.

TABLE XI

ANALYSIS OF PRE-TEST AND POST-TEST SCORES FOR THE SECONDARY EXEMPLARY CLASSES ON LOCALLY DEVELOPED CAREER EXPLORATION TEST

	No. Taking Test	Range of Scores	Standard Deviation	Mean Scores	Gain in Mean Scores
			PRE-TEST		
Construction Trades	20	15-118	22.07	89.70	
Home and Community	20	50-88	10.95	64.70	
			POST-TEST		
Construction Trades	20	74-126	16.52	111.60	21.9
Home and Community	20	54-100	13.34	86.90	22.0

Each student completing the tenth grade skills program was given a self-assessment instrument to complete indicating the degree of ability they felt they had attained by the end of the year. The ratings by the 1971-1972 group were then compared to the ratings of the 1970-1971 group to see if there were any major differences.

In the construction trades program combining the percentages from the skill areas (Table XII) indicated that an equal percentage of Excellent, Good, Fair, and Poor over-all skill in construction trades. This finding also supported the amount of variation indicated in the class by the ranges of scores on the pre- and post-tests.

As shown by the high average value and the high percentage of students indicating they had attained excellent or good skill levels, the employment skills such as job search, application and interview were the most highly attained. Following this area closely were handtools and power tools. The lowest attainment of skill was indicated in the electrical areas.

Nine of the students said they had an opportunity to select one or more occupational clusters for study this year. Only four of those nine students said they had received careful counseling prior to selection of an occupational area. Six of those nine said they felt their selection was inappropriate but most indicated they did not know what would have been appropriate.

TABLE XII

ANALYSIS OF SELF-ASSESSMENT INSTRUMENT FOR SECONDARY STUDENTS IN CONSTRUCTION TRADE PROGRAM

Skill Area	Excellent	Good	Fair	Poor	Average Rating*
	Percent of Responses in Each Rating				
Masonry	20	23	25	32	2.31
Electrical	17	10	19	54	1.89
Drafting	20	11	32	37	2.14
Carpentry	20	20	30	30	2.31
Hand Tools	36	35	16	13	2.95
Power Tools	32	28	25	15	2.77
Painting & Finishing	19	24	37	20	2.41
Employment	31	39	22	08	2.92
All Skills	24	24	26	26	2.46

*Rating Scale:- 4 = Excellent; 3 = Good; 2 = Fair; 1 = Poor

In the home and community program, the girls indicated they attained a very high degree of over-all skill (Table XIII). Combining the percentages for the separate skill areas resulted in 34% Excellent, 40% Good, 22% Fair, and 4% Poor skill attainment over-all. As indicated by high average value and percentages of students indicating excellent and good skill atainment, home nursing, food service, personal development rated high. Health services, sewing services, and career exploration rated low, but all areas averaged above 2.5 indicating an over-all good skill attainment.

TABLE XIII

ANALYSIS OF SELF-ASSESSMENT INSTRUMENT FOR SECONDARY STUDENTS IN HOME AND COMMUNITY PROGRAM

Skill Area	Excellent	Good	Fair	Poor	Average Rating
	Percent of Responses in Each Rating				
Career Exp.	33	41	22	04	3.14
Health	17	35	41	07	2.62
Home Nursing	52	27	16	05	3.26
Child Care	40	41	16	03	3.18
Food Service	37	45	18	00	3.19
Personal Dev.	31	53	13	03	3.13
Sewing Services	28	40	29	03	2.91
All Skills	34	40	22	04	3.06

There were six students in the construction class who were in the junior high exemplary program last year. There were also six students in the home and community services class who were in the junior high exemplary class last year.

The SRA Career Analysis survey was given to measure the career awareness created by the exemplary programs. The mean scores (Table XIV) of 26.18 and 27.17 out of a possible 33 would seem to indicate that a high degree of career awareness was created by the exemplary programs at the tenth grade level. The following questions would seem most pertinent to the objectives for the senior high program and are individually reported here.

TABLE XIV

RESULTS OF SRA CAREER AWARENESS SURVEY FOR SECONDARY STUDENTS IN EXEMPLARY PROGRAM

	No. taking Test	Range of Scores	Mean Raw Scores
Construction Trades	22	16-34	26.18
Home and Community Services	35	18-35	27.17

Total number of responses 33

Thirty-five girls and twenty-two boys responded to the Career Awareness Survey (Science Research Associates). Ten questions seem most pertinent to the objectives for the senior high school and are individually reported here.

		Construction Trades		Home and Community Services	
		N	%	N	%
Question 12.	How many jobs could you tell someone about?				
	A. Hardly any	11	50	22	62
	B. About 10	7	31	5	14
	C. About 20	2	9	3	9
	D. About 30	1	5	2	6
	E. More than 30	1	5	3	9
Question 13.	What do you think is the best way to learn about a job?				
	A. Read about it	1	5	2	6
	B. Talk to someone who has the job	12	54	18	52
	C. Talk to parents or teachers	4	18	3	9
	D. Join a club	4	18	5	15
	E. Some other way	1	5	6	18

		Construction Trades		Home and Community Services	
		N	%	N	%
Question 22.	Do you know what job you would like to have when you grow up?				
	A. Yes, I'm sure	6	27	6	17
	B. Yes, I think I do	4	18	7	20
	C. No, but I have some ideas	7	31	15	43
	D. No, I don't know at all	5	23	7	20
Question 30.	How much education do you plan to finish before starting your career?				
	A. Less thant high school	2	10	1	3
	B. High school	10	48	17	49
	C. Post high vocational school	5	23	4	11
	D. Four or more years of college	3	14	9	26
	E. Some other plan	1	5	4	11
Question 31.	Where is information about jobs kept in your school?				
	A. In the guidance or school office	7	32	10	29
	B. In the library or learning center	2	9	4	11
	C. Some place other than the office or library	2	9	4	11
	D. There isn't any job information in my school	2	9	1	3
	E. I don't know	7	32	18	51

		Construction Trades		Home and Community Services	
		N	%	N	%
Question 32.	Have you done anything to explore a job?				
	A. No	9	41	14	40
	B. Yes, I worked part time or joined related school activities	4	18	5	14
	C. Yes, I read about it, watched a movie, or listened to a recording or speech	2	9	2	6
	D. Yes, I talked to someone who had the job	4	18	9	26
	E. Yes, I did more than one of the things listed	3	14	5	14
Question 33.	After learning a little about an occupation, have you ever done any of the following?				
	A. Looked for more information	0	0	3	9
	B. Talked to a person working at the job	5	23	13	37
	C. Visited a company to see the job in action	2	9	4	11
	D. Worked at the job part time	7	32	6	17
	E. No	8	36	9	26
Question 36.	Which of these do you think is the best source of career information?				
	A. The local library	3	14	0	0
	B. The Sunday newspaper	2	9	4	11
	C. The local state employment agency	7	32	18	51
	D. Your high school guidance office	5	23	7	20
	E. Some other source	5	23	6	17

		Construction Trades		Home and Community Services	
		N	%	N	%
Question 41.	John has graduated from high school and would like training in TV repair work. What do you think he should do first to find out about training possibilities?				
	A. Look for ads in the newspaper	7	32	11	32
	B. Check the yellow pages of the telephone book	5	23	9	26
	C. Talk with his former high school counselor	4	18	6	17
	D. Visit the state employment agency	0	0	6	17
	E. Talk to a local TV repairman	6	27	3	9
Question 47.	What would be the best source of job training for you right after high school?				
	A. A junior or community college	1	5	6	18
	B. A four year college	4	18	4	12
	C. A vocational training school	6	27	9	28
	D. On-the-job training	9	41	14	42
	E. An apprenticeship program	2	9	0	0

According to the Senior High Teachers and counselors' responses on the teacher questionnaire, the major strengths of the exemplary program at the senior high school level were:

(1) The opportunities provided students for first hand exploration through field trips and trial of skills required.

(2) The opportunities to communicate, work and make decisions with other people in class and industry.

(3) The opportunities for close working relationships with the teacher and counselor through smaller class size.

The major needs or weaknesses listed by the teachers and counselor were:

(1) Lack of equipment, facilities, and teaching materials at the proper reading level.

(2) That only lower ability students were selected for the program.

The teachers and counselor recommended that:

(1) Better equipment, facilities, and teaching materials be provided.

(2) Students be selected from all ability levels.

In general, after reviewing the data, it seems that the objectives are being met fairly well for some of the senior high students. The students who enroll in either the construction or home and community services class by the act of enrolling narrow their choice to one cluster or occupational family. Through either of those courses, they are provided with knowledge and skill of that job cluster. This was indicated by the gain from the pre- to the post-test. The development of the entry level skill was indicated by the self-assessment of skill attained by the students. However, true indication of entry level skill would be through entry into a job. Several students did receive part-time jobs based on their experience in these classes which would definitely indicate attainment.

As in the case of other grade levels, a process self-evaluation form was given to each of the teachers in order to help evaluate the practices and procedures being used to implement this objective.

The two teachers rated the extent that participation in the exemplary program provides a basis for decision making concerning the election of other vocational and general education courses in this school as excellent. Also rated this way was the extent to which instruction is

directed toward clearly formulated objectives that are appropriate for this age group.

Both rated the following statements as either very good or excellent:

(a) Meaningful instruction is provided for relating individual student interests, aptitudes, and abilities to occupation.

(b) Self-concepts are presented in a meaningful and stimulating manner.

(c) Relating economic activities and concepts to occupations and the world of work.

(d) General orientation concepts are presented regarding occupations.

(e) Students have an opportunity to evaluate themselves and plan ahead.

(f) Opportunities are provided for a variety of experimental activities and other new approaches.

(g) Material for instruction is organized appropriately.

(h) Provisions are made for purchasing and replenishing material and equipment.

Rated as missing, but needed by both teachers were:

(a) A special occupational interest club.

(b) A Citizens' advisory committee to help in planning and evaluating the exemplary program.

The exemplary program at the senior high school level is limited to the students in the construction class and the home and community service class. It is felt that this is a rather limited approach to serving the senior high school students even then viewed in perspective with the regular vocational and technical programs in operation at the senior high school. The seven-week basic occupational training program was a move in the right direction and it is recommended that this program be expanded for the coming year. Since the cooperative vocational education

program is considered an extension of the exemplary program in the senior high school, it is recommended that this program be broadened, especially to include occupations prepared for in the exemplary classes.

The evaluation team commended the construction trades program on content outline, skills taught, and students placed in part-time construction, related jobs based on review teaching materials, counselor comments, and team visits. The team would recommend the pre- and post-test be revised to better represent the areas and skills taught. At present, they primarily reporesent tool identification.

The evaluation team would commend the home and community program also on the content and skills taught, various occupations visited, and the variety of instructional methods used. Although this pre-post test used in the home and community program was fairly representative, the team would recommend the test be strengthened to more fully represent the instructional areas and the occupations studied in them.

CHAPTER III

SUMMARY OF INTERVIEWS WITH ADMINISTRATORS, COORDINATORS, AND COUNSELORS

Interviews With Administrators

The administrators of the schools participating in the exemplary program were interviewed as a group. The objectives of the program were used as a basis for the interview. The group of administrators identified strengths and weaknesses of the program as they observed them from the administrative viewpoint. Their comments are summarized below.

Strengths

Elementary Level. Field trips have been most effective with the younger elementary students having most interest. The elementary students have become very adept at asking pertinent and intelligent questions of the resource persons.

The coordination of the clubs by the counselor who was added this year has made the elementary program more effective.

Junior High School Level. The teachers have expanded their individual programs and are becoming more innovative in their program. The junior high school student is showing an interest in the concept of going to school one-half day and working one-half day for the senior high school student.

Next year, one of the junior high schools is planning to expand its program to include business education.

The counselors added to the program as a result of the recommendations of 1970-1971 have been very helpful to the program.

Senior High School Level. The exemplary program, the CVET and the CVE programs are all supporting each other. They are set up to meet student needs and the only reason for separating them is for funding purposes.

Throughout the program at all levels, there seems to be a stress on developing personal skills needed to succeed in the world of work. The exemplary program has helped keep some students in school who would otherwise have not gained a marketable skill.

Weaknesses

The activities of the exemplary program need to be made available to more students.

More supplies need to be available so that some exploratory skill training can be done in the classroom at Junior High level.

Need for open entry--all girls and all boys should be able to enroll in any aspect of vocational training (no sex discrimination).

Need more expanded experiences to make entry into the world of work a more real concept.

The turnover in the school (elementary, particularly) is one of the major problems--over 50% to 127%.

Need for more communication between the teachers involved in the special programs and the teachers of the regular program.

No formal advisory councils have been set up.

More articulation between all teachers in the school is needed. This is difficult at the elementary level since much of the activity is done after school, however, a few teachers have asked to go on the special trips.

In general, the administrators were very positive about the program and felt its presence was having an effect on other portions of the curriculum. For example, some courses were cited as having grown to take the career approach as opposed to being strictly subject oriented. Also, the administrators were receiving, for the first time, inquiries about how to enter the world of work. The limited availability of the program was seen as perhaps its greatest deficiency and a strong need for more vocational counseling was expressed.

Interviews With Counselors and Coordinators

In accordance with the recommendations of the 1971 outside evaluation, a full-time program coordinator and three vocational counselor coordinators were employed. As evidenced by teacher comments and program coordination in operation during visits, the addition of these personnel improved the planning, coordination, and implementation of the exemplary program.

The full-time program coordinator was able to devote enough time to the project to help blend in all the elements of the exemplary program and the elements of the standard program to help make a more unified effective program for the students.

The vocational counselor greatly aided program coordination through their work with the teachers and regular counselors at each of the three levels and by coordinating the activities of the three levels among themselves. The major activities scheduled and carried out by the vocational counselors were contacting people in different occupations to visit the different clubs and classes, setting up field trips for the different clubs, visiting and counseling students, encouraging correlation

of regular school subjects and activities with world of work activities, coordinating visits to the junior high world of work programs and other regular vocational programs, coordinating activities with administrators and supervisors, disseminating literature - scheduling students, and working with other teachers and counselors in addition to the exemplary teachers and counselors.

The counselors recommended that during the coming year a greater effort be made to coordinate the exemplary program with the entire school program and involve more of the school system in the program. They strongly recommended the selection of students for the exemplary program be broadened to include students from all ability levels as well as disadvantaged and handicapped students. They also recommended the program be made available to more students in the school system. An additional concern expressed by the counselors was for additional teaching materials specifically designed to teach about the world of work.

Over all, it appeared that the employment of full-time coordinator and the three vocational counselor coordinators greatly aided in program coordination within the exemplary program and between the exemplary program and other school programs. It also helped build a stronger, more viable program through which to serve the students better.

The evaluators feel that the addition of the counselor coordinators was one of the greatest strengths of the program during the 1971-1972 school year. The persons in these positions were adaptable, interested, vivacious, and appeared able to relate very well with the many different age groups with which they worked. Due to the limited reading ability of many of the students, the counselors read the test items so that all students would have a better opportunity to show their knowledge.

CHAPTER IV

EVALUATION OF THE EIGHT ORIGINAL OBJECTIVES AND RECOMMENDATIONS OF 1971

In reviewing the eight original objectives of the proposal for the Tulsa Exemplary program and the assumption identified in 1970 that children could be prepared to more effectively choose an occupation and could be more properly trained for that occupation through a program which moved logically through the decision-making and learning phases from elementary through high school to on-the-job performance, one finds that progress has been made.

Objectives

(1) To establish methods whereby elementary school students may become acquainted with the wide range of occupations and the varied educational offerings of the school.

The club activities were continued during the second year. With the addition of the counselor for the elementary program, there were more opportunities to expand the club activities. More resource personnel were utilized, more field trips were taken and the elementary students became more proficient in questioning these persons to find out the most about a particular area of work. Analysis of the pre-tests, post-tests gives evidence of increased learning by the majority of the students. The analysis of the Career Awareness Survey and the listing of occupations gives evidence that the elementary students are aware of many occupations, and they can tell others about these. Enrollment in the

clubs for the two years varied a little. In 1970, there were 269 enrolled, and in 1971, there were 252 enrolled.

(2) To combine our latest findings relative to vocational guidance into a counseling and exploratory work experience program for junior high school students which will provide them with the necessary skills to make a reasonable occupational and training choice.

The career exploration and "hands-on" experiences developed for the eighth and ninth grades were continued. Gains were made from pre-test to post-test. Evidence on the Career Awareness Survey and the Ohio Vocational Interest Survey indicate that the junior high students are becoming aware of job opportunities and are beginning to think about the job they would like to prepare for. The Ohio Vocational Interest Survey points up that there is some relationship between choice of an interest in an occupation. Growth in the program is evidenced by the increase in enrollment from 75 students in 1970 to 87 students in 1971.

(3) To provide the skills training in a cluster of occupations at the tenth grade level which will insure entry level competency and potential advancement characteristics for success in cooperative programs or in vocational programs in the area school or home high school.

Skill training classes were continued at the tenth grade level in the areas of construction occupations for the boys and home and community service occupations for the girls. Results of the pre- and post-test indicate that the students were learning about these two areas. It is recognized with only two occupational clusters available to the students, the training opportunities are limited; also, the cooperative program offers few opportunities in the cluster for which the tenth grade exemplary students are beginning training.

In addition, because of academic limitations, many of the regular programs for eleventh and twelfth grades are unavailable to them for further training.

Regardless of the limitations, several of the students have received part-time jobs utilizing the skills taught. Growth of the program was also evidenced by an increase in enrollment from 54 in 1970 to 80 in 1971.

(4) To institute cooperative on-the-job training experiences in a cluster of occupations to intensify skill training and increase job readiness.

The cooperative programs which were in operation before the exemplary program began were continued. No evidence has been found that these have been altered in the exemplary program.

(5) To provide intensive skill training to those non-vocational students about to leave high school for a job.

A seven-week basic occupational training program was conducted in the spring of 1972. One-half credit was offered for the program, and sixty-one students completed with credit. The occupational areas offered vocational business, service station attendant, child care aide, marketing and merchandising, and offset printing. This training had not been provided during the first year of the exemplary program.

(6) To increase the students' understanding and desire for additional training beyond high school where appropriate.

The addition of the counselors to this program especially at the senior high school level has made it possible for students in the exemplary program to have more access to information and an opportunity to interact with a counselor.

(7) To inaugurate supplementary training programs such as summer training for job entry.

The program initiated through meeting objective 5 provides a supplementary training program. No additional summer programs were funded under the exemplary program.

(8) To try alternative methods based on related research for using the facilities of the area school in an exemplary program.

Students from the area school presented panels informing the elementary students about the opportunities for learning in the area school. At this time, the facilities of the area school are filled to capacity and opportunities for their use is very limited.

In reviewing the recommendations of the 1970-1971 evaluation team, the evaluators found that the following recommendations had been implemented:

(1) Funding of the program should be continued for another year.

(3) A full-time program coordinator and the necessary support staff be employed as soon as possible to give strong leadership to the program.

(4) At least three vocational counselor coordinators be employed as soon as possible to assist the teachers and help coordinate the total career development program.

(5) All objectives of the exemplary program be carefully reviewed by the total exemplary program staff to determine both their appropriateness, and to state them in more specific and measurable terms.

(14) Continued attention be given to conducting regular exemplary program staff meetings for purposes of coordinating efforts and in-service training for staff.

Several of the recommendations were implemented to the extent possible within constraints of time, money, available personnel, and available facilities.

(2) The program be expanded to include other schools and other students.

No new schools were added to the exemplary program; however, there was an increase in enrollment at the junior and senior high school level.

(9) Participation in the exemplary program, insofar as possible, should be voluntary and open to all students desiring it.

This elementary school counselor indicated that at the elementary level all students in the eight schools participating in the exemplary program had an opportunity to join the clubs.

(10) The intensive training component as called for in objective 5 will be implemented and combined with a strong commitment to place all participating students in either further schooling or employment.

An extended day program for a six-week period was made available to seniors at Central High School during the last six weeks of school. It was possible for a senior student to earn one-half credit through participation in this program.

(13) Efforts to inform the entire professional staff and the Tulsa community about the exemplary program be continued and expanded.

A brochure explaining the program and listing the objectives of the program was developed.

(15) The independent evaluation agency and team members employed to conduct the second year and future evaluation be contacted early in the fall so as to allow more time for planning and conducting all appropriate activities including the collection of pre-test data.

The team was contacted in late fall; however, the program had been underway for a time so that no pretesting activities could be carried out other than those previously established by the school system itself.

No evidence was available that the following recommendations for the exemplary program had been implemented:

(6) More consideration be given to developing a better integrated program at all levels.

Within the exemplary program this aspect has not been implemented; however, the career education concept being developed within the total school system may be accomplishing this ideal.

(7) Advisory committees be established to help plan and evaluate the program at all levels.

The teachers in their evaluation of the program identified the still existing need for advisory councils.

(8) Some type of occupational interest clubs be established for students in grades seven through ten.

The only clubs existing within the program are those at the elementary level.

(11) An effort be made to schedule more of the elementary special interest club meetings during the regular school day.

The teachers and elementary school counselor indicated that it was difficult for some students to participate in the clubs since they needed to catch a bus. Some of the students also wished to participate in various other activities after school so that it was impossible for them to join the club.

(12) The "big brother" craftsman system be implemented and given a serious trial at the senior high level.

Though missing, the current evaluation team is not sure of the feasibility nor necessity of this particular approach in view of other developments toward career education within the schools.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The revision of the objectives as suggested by the 1970-1971 evaluation team made it possible for a more effective evaluation to be carried on by the teachers all during the school year and by the evaluation team in the spring of 1972.

The program has many strengths and the expansion and changes made during the 1971-1972 school year, in the judgment of the evaluators, strengthened the exemplary program a great deal. The revised objectives are being attained at various levels by the students in the program.

After interviewing administrators, teachers and counselors, visiting some aspects of the program, and analyzing the data available, the evaluation team recommends the following:

(1) The funding of the program should be continued for another year.

(2) The career education concept initiated through the exemplary program should continue to be expanded into all areas of curriculum at all levels. This would mean that all students beginning at the elementary level should have opportunity to continue their exploration of careers throughout the school experience.

(3) The in-service training of the staff should be continued and the in-service activities should be used as one means of communicating the scope of the program to other teachers in the school system.

(4) A more adequate system of communication within school, between schools and within the total community should be developed.

(5) Advisory Councils need to be organized and plans developed for working with them.

(6) Better methods need to be developed for placing the tenth grade exemplary students into continuing vocational programs of their choice with a specific plan for placing them into jobs.

(7) Since the CVE program is complementary to the exemplary program at the senior high school level, it is recommended that a study of the possibility of broadening the offerings beyond the three job clusters now available be undertaken.

(8) The current plan for follow-up study needs to be expanded, refined, and continued.

(9) The materials, equipment, facilities, and funding available for the program should be evaluated and expanded where needed.

(10) Parents and students need to be included to a greater extent in the evaluation process.

(11) All pre-tests for the year 1972-1973 should be administered whenever the student enters the program until December 1.

(12) The pre-post tests at the senior high school level should be reviewed and revised so that the tests will better evaluate the objectives and the areas of instruction at this level.

(13) There is a need to develop a means of evaluation for the short intensive skill training programs.

APPENDIX A

EVALUATION INSTRUMENTS

1. Student Questionnaire - 5th and 6th Grade.
2. Student Questionnaire - Grade 10 Boys, Grade 10 Girls.
3. Process Self-Evaluation Form.
4. Teacher Questionnaire.
5. Tests Developed by Tulsa School System.
6. OVIS (Ohio Vocational Interest Survey) is available from Harcourt, Brace, and World, Inc.
7. Career Awareness Survey is available from Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.
8. Permission to use SRA Career Awareness Survey.

STUDENT QUESTIONNAIRE #1

5th and 6th Grades

Directions: Please list below the occupations that you have become acquainted with as a result of your participation in a special interest club.

OCCUPATION	OCCUPATION
1. _____	21. _____
2. _____	22. _____
3. _____	23. _____
4. _____	24. _____
5. _____	25. _____
6. _____	26. _____
7. _____	27. _____
8. _____	28. _____
9. _____	29. _____
10. _____	30. _____
11. _____	31. _____
12. _____	32. _____
13. _____	33. _____
14. _____	34. _____
15. _____	35. _____
16. _____	36. _____
17. _____	37. _____
18. _____	38. _____
19. _____	39. _____
20. _____	40. _____

STUDENT QUESTIONNAIRE

GRADE 10 BOYS

Directions:

A. Listed below are the cluster (occupational) areas and specific skills by area which were taught this year. Please indicate with a check (____) the degree or level of ability which you feel you have attained for each skill. Your answers will be confidential (not seen by your teacher or principal). Please do NOT sign your name.

SKILLS	LEVEL WHICH YOU FEEL YOU HAVE ACHIEVED			
	Excellent	Good	Fair	Poor
MASONRY				
Ability to:				
a. identify tools and equipment	___	___	___	___
b. load and unload equipment and material	___	___	___	___
c. build forms	___	___	___	___
d. shovel cement, sand and gravel	___	___	___	___
e. screen sand	___	___	___	___
f. operate a wheel barrow	___	___	___	___
g. mix concrete	___	___	___	___
h. pour concrete	___	___	___	___
i. finish concrete	___	___	___	___
j. clean tools and equipment	___	___	___	___
k. sort tools	___	___	___	___
l. store tools and equipment	___	___	___	___
ELECTRICAL				
Ability to:				
a. identify and use tools and equipment safely	___	___	___	___
b. install wire	___	___	___	___
c. install switch boxes	___	___	___	___
d. install light boxes	___	___	___	___
e. wire a single pole toggle switch	___	___	___	___
f. wire a three-way toggle switch	___	___	___	___
g. wire a four-way toggle switch	___	___	___	___
h. apply solderless connections	___	___	___	___
i. tie a holding or underwriters knot	___	___	___	___

DRAFTING	Excellent	Good	Fair	Poor
Ability to:				
a. identify and use tools and equipment	___	___	___	___
b. read a floor plan	___	___	___	___
c. draw a floor plan	___	___	___	___
d. draw a wall section	___	___	___	___
e. draw an elevation	___	___	___	___

CARPENTRY				
Ability to:				
a. identify and use tools and equipment safely	___	___	___	___
b. measure building material	___	___	___	___
c. build floor sills	___	___	___	___
d. build floor joists	___	___	___	___
e. lay floors	___	___	___	___
f. lay out walls	___	___	___	___
g. build walls	___	___	___	___
h. build ceiling joists	___	___	___	___
i. built truss	___	___	___	___
j. deck roof	___	___	___	___
k. lay shingles	___	___	___	___
l. install siding	___	___	___	___

HAND TOOLS (CARPENTRY)				
Ability to:				
a. use tools safely	___	___	___	___
b. use marking tools	___	___	___	___
c. use measuring tools	___	___	___	___
d. use squares	___	___	___	___
e. use saws	___	___	___	___
f. use planes	___	___	___	___
g. use striking tools	___	___	___	___
h. use bits and drills	___	___	___	___
i. use drilling tools	___	___	___	___
j. use chisels	___	___	___	___
k. use screwdrivers	___	___	___	___
l. use wrenches	___	___	___	___
m. use wrecking bars	___	___	___	___
n. use levels	___	___	___	___

POWER TOOLS (CARPENTRY)				
Ability to:				
a. use tools safely	___	___	___	___
b. use the portable electric saw	___	___	___	___
c. use the electric hand drill	___	___	___	___

PAINTING AND FINISHING	Excellent	Good	Fair	Poor
Ability to:				
a. identify and use tools and equipment safely	___	___	___	___
b. measure and estimate	___	___	___	___
c. measure the length, width, and height of a room	___	___	___	___
d. figure the square feet of a room	___	___	___	___
e. determine the amount of paint needed to paint an area	___	___	___	___
f. estimate the amount of labor needed to paint an area	___	___	___	___
g. construct and use a check list	___	___	___	___
h. prepare new interior and exterior woodwork for painting	___	___	___	___
i. prepare plastered walls for painting	___	___	___	___
j. prepare metal for cleaning	___	___	___	___
k. apply paint	___	___	___	___
l. apply stain	___	___	___	___
m. apply varnish	___	___	___	___
n. clean and store equipment	___	___	___	___

EMPLOYMENT				
Ability to:				
a. look for a job	___	___	___	___
b. fill out an application	___	___	___	___
c. interview for a job	___	___	___	___

B. Did <u>you</u> have an opportunity to select ONE or more occupational clusters for study this year? _____Yes _____No

C. If yes, did <u>you</u> receive careful counseling prior to making the selection of an occupational area? _____Yes _____No

D. If yes, do you feel now that your selection of an occupational cluster was appropriate? _____Yes _____No

E. If your answer to question D was <u>no</u>, what cluster or area would you prefer? _____

STUDENT QUESTIONNAIRE

GRADE 10 GIRLS

Directions:

A. Listed below are the cluster (occupational) areas and specific skills by area which were taught this year. Please indicate with a check (____) the degree or level of ability which you feel you have attained for each skill. Your answers will be confidential (not seen by your teacher or principal). Please do NOT sign your name.

SKILLS	LEVEL WHICH YOU FEEL YOU HAVE ATTAINED			
	Excellent	Good	Fair	Poor
CAREER EXPLORATION				
Ability to:				
a. obtain a Social Security card	___	___	___	___
b. figure hourly, weekly or montly pay	___	___	___	___
c. make a budget	___	___	___	___
d. open and use bank accounts	___	___	___	___
e. have good work habits and attitudes	___	___	___	___
f. fill out applications and job information sheets	___	___	___	___
HEALTH SERVICES				
Ability to:				
a. find jobs in health services	___	___	___	___
b. locate those jobs	___	___	___	___
c. apply for a job	___	___	___	___
HOME NURSING				
Ability to:				
a. keep a home sanitary	___	___	___	___
b. make a bed	___	___	___	___
c. take a temperature	___	___	___	___
d. plan diet for patients	___	___	___	___
e. take care of children	___	___	___	___
CHILD CARE				
Ability to:				
a. discipline children	___	___	___	___
b. understand children's behavior	___	___	___	___
c. plan creative activities	___	___	___	___

FOOD SERVICES	Excellent	Good	Fair	Poor
Ability to:				
a. buy and store foods	___	___	___	___
b. prepare and serve foods	___	___	___	___
c. have good manners	___	___	___	___
d. follow safety rules	___	___	___	___
e. be sanitary in preparing and serving foods	___	___	___	___

PERSONAL DEVELOPMENT				
Ability to:				
a. choose a vocation	___	___	___	___
b. select and care for proper work clothing	___	___	___	___
c. take proper care of the hair	___	___	___	___
d. take proper care of the skin	___	___	___	___
e. use make-up properly	___	___	___	___
f. have a pleasing personality	___	___	___	___

SEWING SERVICES				
Ability to:				
a. make alterations	___	___	___	___
b. mend	___	___	___	___
c. operate a sewing machine	___	___	___	___
d. use attachments	___	___	___	___
e. oil and clean a sewing machine	___	___	___	___
f. select fabric, trim and thread	___	___	___	___
g. select patterns and follow directions	___	___	___	___
h. cut out, sew and proper finish a garment	___	___	___	___

B. Did <u>you</u> have an opportunity to select ONE or more occupational clusters for study this year? _____Yes _____No

C. If yes, did <u>you</u> receive careful counseling prior to making the selection of an occupational area? _____Yes _____No

D. If yes, do you feel now that your selection of an occupational cluster was appropriate? _____Yes _____No

E. If your answer to question D was <u>no</u>, what cluster or area would you prefer? _____

PROCESS SELF-EVALUATION FORM

1971

FOR

EXEMPLARY VOCATIONAL EDUCATION

AND ORIENTATION PROGRAM

_____

(School)

_____

(Signature) (Date)

SELF-EVALUATION OF THE EXEMPLARY PROGRAM

So that the practices and procedures you are using to implement the objectives of the Exemplary Program may be better understood and evaluated, the following information is needed.

Directions: Using the rating scale below, rate each evidence question so as to accurately describe the present use of these practices in your particular phase of the exemplary project. Then, considering all the evidence ratings for that section, determine the summary question rating.

Code	Rating Scale
5	Excellent - conditions or provisions are extensive and functioning well
4	Very Good - conditions or provisions are moderately extensive and functioning well
3	Good - conditions or provisions are average and functioning satisfactorily
2	Fair - conditions or provisions are limited and functioning unsatisfactorily
1	Poor - conditions or provisions are very limited and functioning poorly
M	Missing - but needed
N	Missing - but not needed

A. GENERAL PROGRAM

1. EVIDENCE:

_____ a. To what extent is a cumulative folder used for students?

_____ b. To what extent do you use the cumulative folder in understanding individual differences?

_____ c. To what extent is a record of various psychological test scores of each student available to you?

_____ d. To what extent are individual students performing as well as their record indicates they should?

_____ e. To what extent are you aware of students with special problems who should be referred to the guidance counselor?

SUMMARY

_____ To what extent is classroom instruction geared to meet the needs and differences of individual students?

2. EVIDENCE:

_____ a. To what extent may both boys and girls elect to participate in the exemplary program?

_____ b. To what extent may students of all ability levels freely elect to participate in the program?

SUMMARY

_____ To what extent may the exemplary program be freely elected by the students with whom you work?

3. EVIDENCE:

_____ a. To what extent are you familiar with the philosophy and the objectives of the school?

_____ b. To what extent are you familiar with the objectives of the exemplary program?

SUMMARY

_____ To what extent are the objectives of the exemplary program realistic in terms of the philosophy and objectives of the school?

4. EVIDENCE:

_____ a. To what extent do you <u>use</u> interest inventories?

_____ b. To what extent do you <u>use</u> aptitude tests?

_____ c. To what extent do you <u>use</u> achievement tests?

_____ d. To what extent do guidance counselors assist you in understanding individual differences?

SUMMARY

_____ To what extent is meaningful instruction provided for relating individual student interests, aptitudes and abilities to occupations?

5. EVIDENCE:

_____ a. To what extent are students taught that people differ in their abilities and interests?

_____ b. To what extent are physical characteristics of individuals related to occupational opportunities?

_____ c. To what extent are abilities and aptitudes related to occupations?

_____ d. To what extent are various student interests related to appropriate kinds of occupations?

_____ e. To what extent are individual students helped to inventory their <u>own</u> characteristics, interests, aptitudes and abilities?

SUMMARY

_____ To what extent are self-concepts presented in a meaningful and stimulating manner?

6. EVIDENCE:

_____ a. To what extent is the American economic system as a "free enterprise" system presented?

_____ b. To what extent is the concept of the circular flow of goods and services discussed?

_____ c. To what extent are the various forms of business organizations in a free enterprise system reviewed?

_____ d. To what extent have students studied money management principles and practices?

SUMMARY

_____ To what extent do you relate economic activities and concepts to occupations and the world of work?

7. EVIDENCE:

_____ a. To what extent are changing occupational patterns discussed by the class?

_____ b. To what extent have occupations been classified by families or clusters?

_____ c. To what extent have trends and outlook opportunities in the local area, state, and nation been presented?

_____ d. To what extent are the characteristics of work in each occupational area reviewed?

_____ e. To what extent do students identify and explore opportunities, specific requirements, and skills needed for success in occupations of interest to them?

SUMMARY

_____ To what extent are general orientation concepts presented regarding occupations?

8. EVIDENCE:

_____ a. To what extent are opportunities provided for students to become acquainted with all other vocational courses in the school?

_____ b. To what extent are opportunities provided for students to become acquainted with all general education courses in the school?

_____ c. To what extent are students allowed to visit other vocational classes within the school?

_____ d. To what extent are resource people and teachers of other vocational courses used to explain their offerings?

SUMMARY

_____ To what extent does participation in the exemplary program provide a basis for decision-making concerning the election of other vocational and general education courses in this school?

9. EVIDENCE:

_____ a. To what extent do students review their overall occupational interests and skills in relation to career opportunities?

_____ b. To what extent do you help your students plan for other school courses?

_____ c. To what extent do you present a complete picture of the post high school vocational and technical offerings of this geographical area?

_____ d. To what extent do you present a complete picture of the junior or senior college offerings of this geographical area?

SUMMARY

_____ To what extent do students have an opportunity to evaluate themselves and plan ahead?

10. EVIDENCE:

_____ a. To what extent have instructional objectives been clearly delineated for your phase of the program?

_____ b. To what extent do you plan your instruction in line with the objectives of this program?

_____ c. To what extent are the teaching objectives stated designed to meet the needs of this age group?

SUMMARY

_____ To what extent is instruction directed toward clearly formulated objectives that are appropriate for this age group?

11. EVIDENCE:

_____ a. To what extent do you use written lesson plans?

_____ b. To what extent are resource people scheduled in advance?

_____ c. To what extent are appropriate movies scheduled in advance?

_____ d. To what extent are field trips scheduled so that a minimum amount of inconvenience is experienced and a maximum amount of student learning takes place?

_____ e. To what extent are appropriate teaching materials obtained in advance?

SUMMARY

_____ To what extent is careful planning and the proper scheduling of applied activities followed?

12. EVIDENCE:

_____ a. To what extent do students participate in deciding on what field trips to take?

_____ b. To what extent do students participate in determining what occupations they will explore?

_____ c. To what extent do students participate in deciding what shop or laboratory activities they will experience?

_____ d. To what extent do students help select resource persons invited to speak with the class?

SUMMARY

_____ To what extent are students provided an opportunity to participate in planning their activities within the framework of established objectives?

13. EVIDENCE:

_____ a. To what extent does the administration encourage you to try new ideas?

_____ b. List new ideas you have tried this year.

_____

_____

_____

SUMMARY

_____ To what extent are opportunities provided for a variety of experimental activities and other new approaches?

14. EVIDENCE:

_____ a. To what extent do you have a daily planning period free of students?

_____ b. To what extent do you have adequate time during the school day to contact resource people and arrange field trips?

SUMMARY

_____ To what extent are teachers allotted adequate time to prepare and coordinate instruction?

15. EVIDENCE:

_____ a. To what extent do you have a system for filing occupational materials?

_____ b. To what extent do you have an occupational library of materials separate from the school library?

_____ c. To what extent are materials easily accessible for student use?

SUMMARY

_____ To what extent is material for instruction organized appropriately?

16. To what extent do you use the techniques listed below to provide students with meaningful occupational orientation and/or exploration?

_____ a. Student reports

_____ b. Skits (including role playing)

_____ c. Occupational games

_____ d. Bulletin board activities

_____ e. Notebook work

_____ f. Committee work

_____ g. Window displays

_____ h. Brain storming (impromptu class discussion)

_____ i. Resource persons

_____ j. Field trips

_____ k. Films and filmstrips

_____ l. Student experience in vocational education

_____ m. Community surveys

_____ n. Use of mock corporation

_____ o. Use of mock union organization

_____ p. Other activities that are not mentioned above.

_____

_____

_____

17. EVIDENCE:

_____ a. To what extent do individual students observe workers on the job in several occupational areas?

_____ b. To what extent do individual students have an opportunity to gain work experience in several occupational areas?

SUMMARY

_____ To what extent does the program provide an opportunity for students to explore occupational opportunities in the world of work?

18. EVIDENCE:

_____ a. Does the interest club have a teacher sponsor?

_____ b. Do businessmen and craftsmen assist with club activities?

_____ c. Do parents assist with club activities?

_____ d. Do other teachers assist with club activities?

_____ e. Does the club have regularly scheduled meetings? If so, how often are they scheduled?

_____ f. Does the club meet at a time convenient for all students who wish to participate?

SUMMARY

_____ To what extent does a special occupational interest club exist?

B. FACILITIES AND INSTRUCTIONAL MATERIALS

19. EVIDENCE:

_____ a. To what extent are storage facilities available?

_____ b. To what extent are display facilities available?

_____ c. To what extent are filing cabinets available?

SUMMARY

_____ To what extent are storage and display facilities adequate for equipment and instructional materials?

20. EVIDENCE:

_____ a. To what extent do you have a definite plan for purchasing and replenishing material and equipment?

_____ b. To what extent is school purchased occupational teaching material available for classroom use?

_____ c. To what extent are provisions made to replenish <u>expendable</u> items?

_____ d. To what extent is free material reviewed, updated and replenished?

SUMMARY

_____ To what extent are provisions made for purchasing and replenishing material and equipment?

21. EVIDENCE:

_____ a. To what extent is instructional material attractive to the student?

_____ b. To what extent is instructional material written on the level of the students?

_____ c. To what extent do instructional materials include a variety of suggested student activities?

SUMMARY

_____ To what extent is instructional material provided which contains information or suggestions for the stimulation of appropriate practical student activities?

C. COORDINATION AND PLANNING

22. EVIDENCE:

_____ a. Information on the occupational interests of students will be given to the students' succeeding teachers.

_____ b. Students will be advised to stay in the exemplary program as long as needed.

SUMMARY

_____ To what extent are plans being made to assure continuity and follow-up of interests developed by students participating in the program?

23. EVIDENCE:

_____ a. To what extent do you and the counselor confer concerning individual students?

_____ b. To what extent is time spent by the counselor in talks to your classes?

_____ c. To what extent are students referred to the guidance counselor?

_____ d. To what extent are materials shared by the guidance counselor and you?

SUMMARY

_____ To what extent is there cooperation between the guidance counselor and the teacher concerning career planning?

24. EVIDENCE:

_____ a. To what extent are meetings of all exemplary teachers held?

_____ b. To what extent are meetings of all vocational teachers in the administrative unit held?

SUMMARY

_____ To what extent are meetings to coordinate efforts of all exemplary teachers regularly scheduled?

25. EVIDENCE:

_____ a. To what extent is time spent informing other teachers about the program?

_____ b. To what extent have inservice faculty meetings been devoted to discussion of the exemplary program?

_____ c. To what extent have printed materials been used to explain the program to teachers?

_____ d. To what extent is the professional advisory committee used to plan and coordinate the exemplary program?

SUMMARY

_____ To what extent has the exemplary program in your school been explained to the other teachers and coordinated with other school programs?

26. EVIDENCE:

_____ a. Citizens' advisory committee meetings are held at least four times per year.

_____ b. Membership consists of employees, employers, and parents.

_____ c. The committee assists teachers in improving their program.

SUMMARY

_____ To what extent does a citizens' advisory committee exist to help in planning and evaluating the exemplary program?

27. EVIDENCE:

_____ a. Opportunity is provided for all students to participate in individual conferences with their counselor.

_____ b. Sufficient time is allocated so that counseling sessions are frequent and in sufficient depth.

_____ c. Student - counselor ratios are satisfactory.

SUMMARY

_____ To what extent is counseling interwoven into the exemplary program?

D. PROFESSIONAL GROWTH

28. Please list experiences you have selected for increasing your professional competencies as they relate to your role in the exemplary program. Estimate the time spent in these activities during the last year.

_____
_____
_____
_____

29. Please specify any inservice training which you feel would help you to be a more effective exemplary program teacher.

_____
_____
_____
_____

E. PUBLIC RELATIONS

30. EVIDENCE:

_____ a. To what extent is a planned orientation program for prospective students used?

_____ b. To what extent is a planned orientation program for parents of prospective students used?

SUMMARY

_____ To what extent are efforts made to give prospective students a clear understanding of the purposes and nature of the program before they enroll?

31. EVIDENCE:

_____ a. To what extent have printed materials prepared by the school been used to inform the general public?

_____ b. To what extent have radio and television been used?

_____ c. To what extent have the printed news media been used?

SUMMARY

_____ To what extent is a planned and coordinated public relations program implemented at the local level?

(The End)

School _____

TEACHER QUESTIONNAIRE

A. List and briefly describe what you consider to be the five major strengths of this exemplary program.

B. List and briefly explain what you consider to be the five major needs or weaknesses of this exemplary program.

C. Please briefly outline recommendations that you feel would improve the exemplary program. Be as specific as possible.

OBJECTIVE E-1 and 2

Read each sentence below. Decide whether the sentence is true or false. If it is true, circle the T beside the sentence. If it is false, circle the F.

T F 1. Few jobs require a high school diploma.

T F 2. You would not need to go to college to become an engineer.

T F 3. Plumbers must have a high school education.

T F 4. Interest and ability should help you decide what you will do.

T F 5. All jobs have regular working hours.

T F 6. There are certain traits or things an employer looks for in everyone he hires.

T F 7. We do not need to be concerned or make plans for the future.

T F 8. It is not important for women to know how to do a job or have a skill or a trade.

T F 9. The job picture or demands for certain skills for jobs can change from year to year.

T F 10. School does not help you prepare for the future.

T F 11. A worker should be interested in only the salary a job pays when choosing a job.

T F 12. The choice of jobs for women is less today than 30 years ago.

T F 13. A policeman does not have special training.

T F 14. Most jobs require that you get along well with others.

T F 15. It is not possible to train in high school to become an auto mechanic.

T F 16. All people enjoy doing the same kind of work.

T F 17. You can choose a job you will like if you get the right training.

T F 18. A truck driver must be in good health.

T F 19. A receptionist is a girl who sits at a desk and greets people who enter an office.

T F 20. The money that a person is paid for doing a job is his salary.

T F 21. If you want to work before you are an adult, you must have a work permit.

T F 22. Most people who hire you will ask you to give names of people who will speak well of you.

OBJECTIVE E 1 and 2

List five (5) occupations you would like to try to do.

1. _____
2. _____
3. _____
4. _____
5. _____

List five (5) occupations working with people. Tell what education is needed for the job. Write H.S. for high school; C for college; V for vocational training; and N for none of these.

OCCUPATIONS	EDUCATION NEEDED
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

List five (5) occupations working with things. Tell what education is needed for the job. Write H.S. for high school; C for college; V for vocational training; and N for none of these.

OCCUPATIONS	EDUCATION NEEDED
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

How much education does a worker need for these jobs? Write H.S. for high school; C for college; V for vocational training and N for none of these.

1. Baker	_____	6. Plumber	_____	11. Beautician	_____
2. Lawyer	_____	7. Doctor	_____	12. Barber	_____
3. Chef	_____	8. Welder	_____	13. Mechanic	_____
4. Engineer	_____	9. Waitress	_____	14. Cashier	_____
5. Teacher	_____	10. Bellboy	_____	15. Photographer	_____

OBJECTIVE J-1

Instructions: Some of the statements below are true. Some are false. In the blank space that precedes each numeral place a T if the statement is true; place the letter F if the statement is false.

_____ 1. Almost any kind of job you do requires training.

_____ 2. Everybody always starts first with a part-time job.

_____ 3. How you look and dress is not particularly important any more in getting a job.

_____ 4. People that work at night usually get more pay than people who work during the day.

_____ 5. The employee is the person who does the hiring.

_____ 6. Things that a company does for an employee besides paying his salary are called fringe benefits.

_____ 7. When you want to try to get a job, it is best to first call for an appointment.

_____ 8. An entry level job refers to the lowest job within an occupation.

_____ 9. Everybody that is employed pays union dues.

_____ 10. An apprentice is someone who directs the office workers.

_____ 11. It is very easy to apply for a job simply by telephoning.

_____ 12. The receptionist is the girl who sits at a desk and greets people who enter an office.

_____ 13. If a job is "temporary" it means you will work for a certain period of time.

_____ 14. The salary is the money we get for working.

_____ 15. Anyone who tries can be a doctor, lawyer, or engineer. These jobs do not really involve hard study.

_____ 16. It is best not to take a job, even part-time, unless it is one you want to keep for life.

_____ 17. Most companies furnish uniforms for their employees.

_____ 18. If you want to work before you are an adult, you must have a work permit.

_____ 19. An employment agency can sometimes help you get a job.

_____ 20. All employment agencies charge for their services.

_____ 21. A person is automatically promoted if he will stay with the company.

_____ 22. Most people who hire you will ask you to give names of reliable people who will speak well of you.

_____ 23. To get a job one usually has to fill out some written forms.

_____ 24. If you are to be paid by the hour, you will have an hourly rate.

_____ 25. A group of people who have joined together to get better wages and working conditions is called a Register.

_____ 26. In a large company the person you must talk to to get a job is called a Solicitor.

Special Vocational Education
Tulsa Public Schools
Exemplary Program
Objective J-1

Instructions: Place the letter T before True statements and the letter F before False statements.

Benefits a company may give a worker:

___ 1. Vacation every year
___ 2. Medical Insurance
___ 3. Sick leave with pay
___ 4. Life insurance
___ 5. Breaks during the day
___ 6. Extra pay for working overtime
___ 7. Extra pay for ideas that help the company
___ 8. Training for better job

Reasons people lose their jobs:

___ 1. Don't follow rules
___ 2. Can't get along with people
___ 3. Wearing clean clothes
___ 4. Helping others
___ 5. Coming to work late
___ 6. Get to work on time
___ 7. Do good work
___ 8. Ask for raises all the time

Things a Union may do for the workers:

___ 1. Better jobs
___ 2. Training programs
___ 3. Pay your bills
___ 4. Pay house rent
___ 5. Let you break rules
___ 6. Better salaries (money)
___ 7. Safe working conditions
___ 8. Work shorter hours

Getting along with people:

___ 1. Be nice
___ 2. Argue with them
___ 3. Be helpful
___ 4. Borrow money and not pay back
___ 5. Talk about people
___ 6. Offer no help
___ 7. Smile
___ 8. Complain about others

OBJECTIVE J-2

Instructions: For some jobs you have to have special knowledge. Try to match each job with the special knowledge the job requires. Place the number corresponding to the name of that job in the blanks provided.

1. Florist	____ designs engines
2. Baker	____ answering the phone
3. Assembly Line Production worker	____ writing a business letter
4. Receptionist	____ drilling into a piece of metal
5. Nurse's aide	____ making bread
6. Beautician	____ giving permanents
7. Secretary	____ working with plants
8. Air-conditioning mechanic	____ making floral arrangements
9. Custodian	____ waxing floors
10. Fireman	____ taking temperatures
11. Carpenter	____ knowledge of acids
12. Auto mechanic	____ knowledge about engines
13. Yardman	____ spraying for bugs
14. Horticulturist	____ installs ducts, compressents, refrigerant lines
15. Garbage Collector	____ driving a truck
16. Welder	____ laying bricks
17. Brick mason	____ cut boards to the correct length
18. Drill Press Operator	____ installs one part
19. Registered Nurse	____ supervises care of patients in hospital
20. Mechanical Engineer	____ gives life-saving aid

Special Vocational Education
Tulsa Public Schools
Exemplary Program
Objective J-2

Instructions:

Given the list of jobs below, indicate in the space to the right the occupational family to which that job belongs by writing the correct letter for the job family as follows:

For the Job Family

A	Home Community Services	F	Power Transportation
B	Health Occupations	G	Service Occupations
C	Business Office, Clerical	H	Construction
D	Sales	I	Manufacturing
E	Transportation		

Occupations	Job Family	Occupation	Job Family
1. Electrician	_____	11. Shipping and Receiving Clerk	_____
2. Cashier	_____	12. Policeman	_____
3. Over-the Road Truck Drivers	_____	13. Assembler	_____
4. Data Processer	_____	14. Cosmetologist	_____
5. Automobile Mechanic	_____	15. Building Custodian	_____
6. Metal Worker	_____	16. Landscape Gardener	_____
7. Cable Splicer	_____	17. Secretary	_____
8. Hospital Attendant	_____	18. Taxi Driver	_____
9. Draftsman	_____	19. Carpenter	_____
10. Retail Salesworker	_____	20. Lumberyard man	_____

OBJECTIVE J-3

Instructions:

Given the list of jobs below, indicate the amount of education normally required for entering this occupation in the first column. In the second column indicate the amount of money (the salary) you think workers in this occupation make by writing,

Low for those earning $5,000 or less
Medium for those earning $5,000 to $10,000
High for those earning over $10,000

	Occupational Job	Amount of Education needed	Salary
1.	Appliance Salesman		
2.	Registered Nurse		
3.	Stock Clerk		
4.	Office Machine operator		
5.	Waitress		
6.	Automobile Body Repairman		
7.	Housekeeper		
8.	Airline Pilot		
9.	Meat Cutter		
10.	Doctor of Medicine		
11.	Cashier Checker		
12.	Interior Decorator		
13.	Mail Clerk		
14.	Air Conditioning and Heating Repair		
15.	Dental Assistant		
16.	Carpentry		
17.	Building Maintenance		
18.	Fireman		
19.	Service Station Attendant		
20.	Teacher		

EXEMPLARY PROGRAM

HOME AND COMMUNITY SERVICES

Part I

True or False - Circle the answer you feel is correct.

1. T or F Nine out of ten girls will work outside the home sometime during their lives.

2. T or F An employer is interested in your participation in school activities.

3. T or F Your conduct is not important to an employer.

4. T or F Social Security helps the disabled.

5. T or F You must be 16 years old before you can get a Social Security card.

6. T or F Private employment agencies charge a fee.

7. T or F In Home and Community Service you have studied a variety of occupations.

8. T or F If you are a good cook, you will not have trouble finding a job using your cooking.

9. T or F Women who work in a garment factory are paid well.

10. T or F Children's Nurserys are sometimes located in bowling alleys.

11. T or F Good grooming is not important when you go for a job interview.

12. T or F Promptness is very important in school and on the job.

13. T or F Jobs are available for those who want to work.

Fill in the answer in the blank that expresses your opinion.

14. After taking Home and Community Service, I have become interested in _____.

15. I have learned that if I can sew I can get a job in a _____ _____ or _____.

16. By knowing home nursing skills, I could get a job in a _____ _____.

Part II

Multiple Choice. Select the best answer and write the letter in the blank.

_____ 1. To pre-heat the oven means to:

A. light the pilot light
B. turn on the oven light
C. turn on the oven 15 minutes before baking

_____ 2. A deep fat fryer is used to:

A. cook pancakes
B. prepare french fries
C. toast bread

_____ 3. A griddle should be kept clean to avoid

A. danger of fire
B. burning food
C. greasy flavor

_____ 4. An electric mixer is used to:

A. fold ingredients together
B. beat ingredients together
C. sift ingredients together

_____ 5. An electric skillet is a good appliance to:

A. fry chicken
B. bake pies
C. boil potatoes

_____ 6. The refrigerator should be cleaned at least:

A. once a year
B. once a month
C. once a week

_____ 7. The electric hair dryer should <u>not</u> be used:

A. in the bath tub
B. in the bedroom
C. in the kitchen

_____ 8. The vacuum cleaner bag should be emptied:

A. once a day
B. every time it is used
C. when needed

Part II (Continued)

Multiple Choice

_____ 9. After using the steam iron, the water should be:

A. allowed to cool
B. emptied from the iron
C. added to the iron

_____ 10. The washing machine is easy to operate if you:

A. follow instructions
B. toss clothes in
C. over load

_____ 11. The clothes dryer is not used to dry:

A. quilts
B. plastic bags
C. permanent press clothes

_____ 12. The tape recorder must be turned off after using to avoid:

A. running down the batteries
B. using all the tape
C. breaking

_____ 13. Brushes and combs must be washed after using, because:

A. the color fades
B. germs may be spread
C. they may be clean

_____ 14. The sewing machines are easy to operate if:

A. you are in a hurry
B. you follow instructions
C. they aren't plugged in

_____ 15. Electrical appliances make all work:

A. hard
B. difficult
C. easier

Part III

Circle the correct answer.

1. What was the purpose of visiting the Vocational-Technical Center?

   A. To learn about the offerings for further study.

   B. To see the teachers.

2. What impressed you most about the field trip to King's Cafeteria?

   A. the free coke

   B. the variety of jobs available in a cafeteria

   C. how close it is to Central

3. Which area would you prefer to work in, after having studied all of them?

   A. Sewing Services and Management

   B. Food Services and Management

   C. Child Care

   D. Home Nursing

   E. Housekeeping and management

Underline the word in parenthesis ( ) that best explains your feeling.

4. I (do do not) like to make the various field trips.
5. The field trips (were were not) informative.
6. By observation of the workers, I (could could not) see what the work would be like if I chose the job.
7. Most of the demonstrations (were were not) interesting.
8. Home and Community Service (is is not) important to me.
9. I (have have not) learned more about different types of jobs.
10. I (do do not) plan to enter the world of work.
11. Assembly line work on sewing machines (is is not) easy to do.
12. The program, Home and Community Service (is is not) preparing me to work.
13. I (do do not) plan to continue training for a job.
14. I (do do not) get along with my classmates better since school started.
15. I (do do not) enjoy participating in the evaluations and viceo taping of my class.

CONSTRUCTION TRADES

Part I

Underline jobs that are in the area of construction.

1. Brick Mason
2. Baker
3. Fireman
4. Carpenter
5. Cabinet Maker
6. Book Salesman
7. Roofer
8. Cook
9. Insurance Salesman
10. Electrician

True or False

What you need for an interview --

_____ 1. Ink pen

_____ 2. Safety shoes

_____ 3. Social Security card

_____ 4. Name and address of people who know you

_____ 5. Clean clothes

_____ 6. Your parents

_____ 7. Work permit

_____ 8. Gum

_____ 9. Name and addresses of people you have worked for

Part II

TOOL RECOGNITION TEST

(Identify the name of each tool and put A, B, or C in the space on the left.)

( )	1.	(A)	ruler	(B)	dowel gauge	(C) marking gauge
( )	2.	(A)	dividers	(B)	calipers	(C) compass
( )	3.	(A)	clamps	(B)	hand screw	(C) bar clamp
( )	4.	(A)	jack plane	(B)	block plane	(C) jointer
( )	5.	(A)	twist drill	(B)	expensive bit	(C) auger bit
( )	6.	(A)	twist drill	(B)	auger bit	(C) expansive bit
( )	7.	(A)	try square	(B)	combination square	(C) V-bevel
( )	8.	(A)	hack saw	(B)	coping saw	(C) hand saw
( )	9.	(A)	ratchet brace	(B)	bit	(C) brace & bit
( )	10.	(A)	chisel	(B)	file card	(C) rasp
( )	11.	(A)	nail set	(B)	screw driver bit	(C) auger bit
( )	12.	(A)	miter box	(B)	bar clamp	(C) bench vise
( )	13.	(A)	chisel	(B)	screw driver	(C) nail set
( )	14.	(A)	vise	(B)	miter box	(C) hand drill
( )	15.	(A)	hand saw	(B)	coping saw	(C) hack saw
( )	16.	(A)	sliding T-bevel	(B)	try square	(C) ruler
( )	17.	(A)	hand drill	(B)	brace	(C) push drill
( )	18.	(A)	foot ruler	(B)	yard stick	(C) ruler
( )	19.	(A)	combination square	(B)	try square	(C) marking gauge
( )	20.	(A)	hand saw	(B)	back saw	(C) coping saw
( )	21.	(A)	tin snips	(B)	pliers	(C) vise clamp
( )	22.	(A)	expansive bit	(B)	auger bit	(C) twist drill
( )	23.	(A)	hand scraper	(B)	cabinet scraper	(C) spokeshave

( ) 24.	(A)	ruler	(B)	steel tape	(C)	marking gauge
( ) 25.	(A)	Phillip screw-driver	(B)	nail set	(C)	center punch
( ) 26.	(A)	claw hammer	(B)	framing square	(C)	try square
( ) 27.	(A)	nail set	(B)	claw hammer	(C)	file
( ) 28.	(A)	tin snips	(B)	plane	(C)	brace
( ) 29.	(A)	screwdriver	(B)	hand scraper	(C)	nail set
( ) 30.	(A)	block plane	(V)	dividers	(C)	rose countersink
( ) 31.	(A)	chisel	(B)	halfround file	(C)	backsaw
( ) 32.	(A)	hand screw clamp	(B)	bar clamp	(C)	C clamp
( ) 33.	(A)	steel tape	(B)	chisel	(C)	expansion bit
( ) 34.	(A)	bit stop	(B)	auger bit	(C)	twist drill
( ) 35.	(A)	hand scraper	(B)	file card	(C)	cabinet scraper

WOODWORK

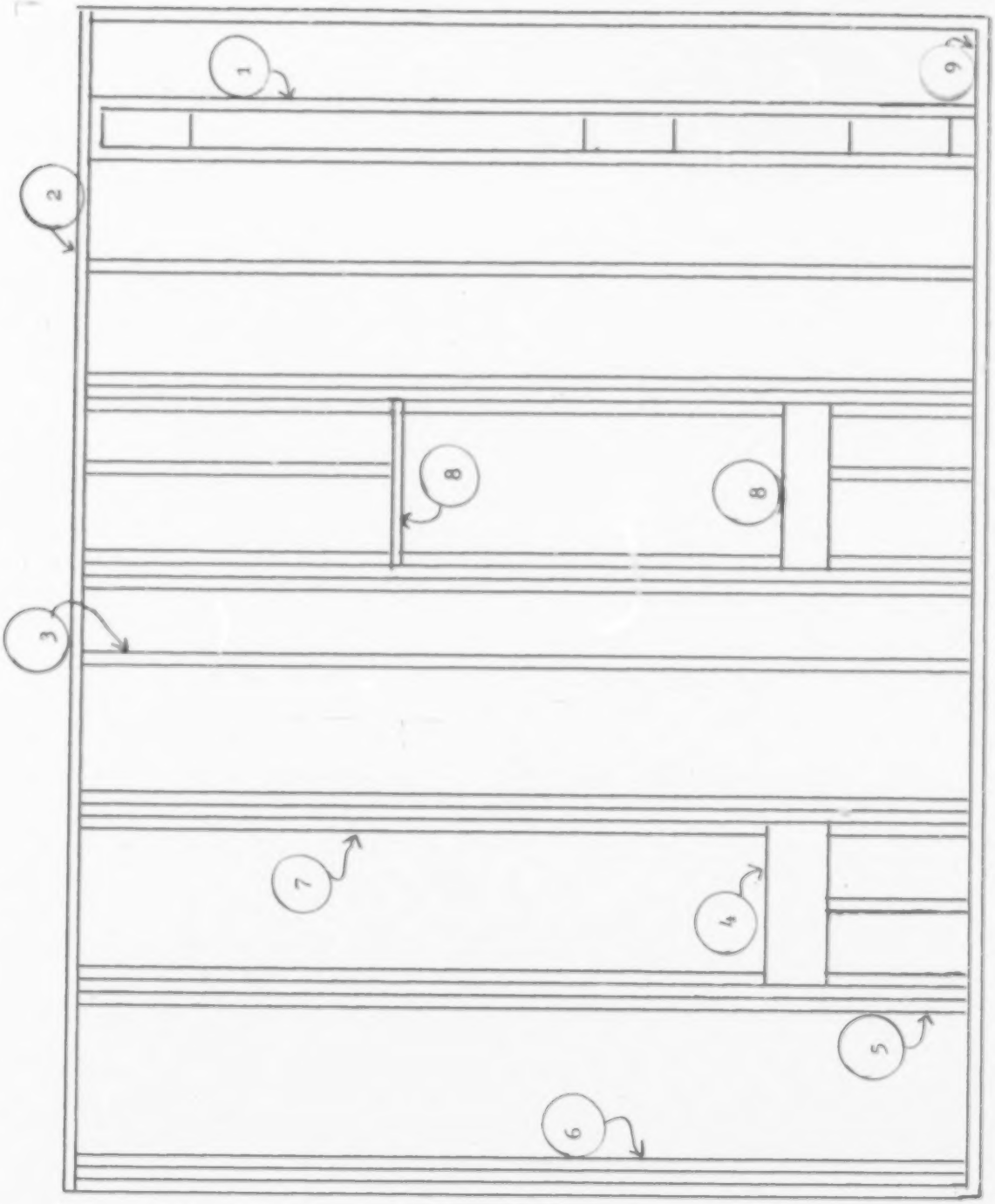
Tulsa Public Schools
Industrial Arts

TOOL RECOGINTION
TEST NO. 1

Part III

PARTS OF A WALL

1.	_____	(A)	T	(B)	Header	(C) Trimmer
2.	_____	(A)	Crown	(B)	Top Plate	(C) Rough Sill
3.	_____	(A)	Cripple Stud	(B)	Trimmer	(C) Stud
4.	_____	(A)	Rough Sill	(B)	Header	(C) Top Plate
5.	_____	(A)	Bottom Plate	(B)	Trimmer	(C) Double Stud
6.	_____	(A)	Corner	(B)	End Plate	(C) Door Sill
7.	_____	(A)	Door Sill	(B)	Trimmer	(C) Door Plate
8.	_____	(A)	Rough Sill	(B)	Window Stud	(C) T
9.	_____	(A)	Floor Sill	(B)	Wall Plate	(C) Bottom Plate



PART II

SRA

SCIENCE RESEARCH ASSOCIATES, INC.
A Subsidiary of IBM

259 East Erie Street
Chicago, Illinois 60611
(312) 944-7252
Cable SCIRESUS, Chicago

February 7, 1972

Mr. James P. Key
Assistant Professor
Department of Agriculture Education
Oklahoma State University
Stillwater, Oklahoma 74074

Dear Mr. Key:

We will grant permission for you to use the SRA Career Awareness Survey II as a post-test as well as a pre-test this year, but we cannot grant permission at this time for you to use it similarly next year. The reason is that the Survey is a preliminary edition of an instrument that we intend to publish, and it may be part of our product line by next fall. By May or June, we should know when the final Survey will be published, so if you write us again then, we should be able to tell you which edition will be available for your use.

We have no instruments similar to the pre-publication edition of the Survey. It was developed in the SRA Guidance Department for use in Oregon last fall, and data from the Oregon testing and from testing in other areas requesting it will be used in constructing the final forms.

I hope this answers your questions. We appreciate your cooperating with this project.

Sincerely,

Patricia Miner

Patricia Miner
Project Director

PM/dr

cc: J. Lombard
L. Canby

APPENDIX B

COMPLETE DATA ON SELECTED INSTRUMENTS

1. Listing of Occupations and Occupational Families by 5th and 6th Grade Students.

2. Report of Process Self-Evaluation Form by Elementary and Junior High Teachers.

3. Recommendations, Strengths, and Weaknesses Identified by Teachers.

Occupations Identified by the Elementary Students
In Tulsa Exemplary Program*

Occupation	No. Identifying Occupation
Accountant	1
Advertising	2
Air conditioning	1
Architect	19
Armed services and Space program	137
Artist	69
Athletics and Sports	180
Auctioneer	1
Banking	104
Bar Tender	9
Barber	93
Beautician	94
Blacksmith	8
Bonds man	1
Booky	2
Bread delivery	1
Building trade and Construction workers	260
Bus Driver	92
Cartoonist	35
Chauffer	8
Circus performers and Animal trainers	48
City service works	2
Clothing manufacturer	23
Coast guard	2
R. R. Conductor	27
Disc Jockey	37
Discoteque operator	1
Deep sea divers and skin divers	6
Designer	15
Doctor	182
Dog catcher	10
Draftsman	7
Drycleaners and Laundry	8
Education	399
Electrician	47
Engineer	92
Entertainment	233
Explorer	10
Exterminator	3
Farm laborer	75
Firemen	175
Fishermen	15
Florist	36
Food service	316
Foreman, Boss, Manager, Supervisor, etc.	33
Forest ranger	20
Garage attendant	2

Occupation	No. Identifying Occupation
Garbage col' ctor	25
Gardener	26
Gas man	23
Gift wrapper	3
Girl Scout leader	3
Goldsmith	3
Government	211
Health, Education, and Welfare Dept.	7
Hearse Driver	1
Hippy	3
Household help	130
Insurance salesman	7
Interior decorator	16
Jeweler	4
Junk-man	1
Key punch operator and computer operator	25
Lab technician	5
Land lord	4
Law	136
Life guard	10
Locksmith	1
Lumberjack	32
Mailman	72
Manufacturers	180
Mapmaker	2
Mechanic	117
Medical profession (except doctors and nurses)	160
Meter maid	1
Meter reader	5
Milkman	43
Miner	6
Model	25
Musician	32
Navigator	13
Newspaper, Radio and TV	212
Night watchman or Security guard	6
Nurse	164
Oil industry	9
Painter (some painters were designated as house painters and listed under building trades)	15
Phone operator (all jobs related to the phone co.)	146
Photography	33
Piano tuner	1
Pilot	119
Plumber	99
Police department	214
Pool attendant	3
Popsicle and ice cream man	14
Detective	22
Religion	53
Repairman	87

Occupation	No. Identifying Occupation
Researcher	1
Roughneck	1
Science	120
Secretarial work	235
Sewer worker	1
Shoe maker	19
Singer	43
Sky diver	6
Steel worker	15
Stewardess	91
Stock Broker	2
Store personnel	302
Street worker and highway workers	36
Surveyor	4
Tailor or seamstress	17
Taxi driver	94
Ticket agent	10
Tool man	3
Tour guide	10
Truck agent	1
Truck driver	93
Undertaker	1
Upholstry worker	1
Veterinarian	29
Water company	3
Welder	42
Window cleaner	6
Wood carver	1
Writing (publishing, printing, editor, etc.)	108
Zoo keeper	49

*Some of the occupations have been grouped under headings.

SUMMARY OF PROCESS SELF-EVALUATION RESPONSES
Elementary Teachers
N = 7

	Question	Mean Score	No. of M's	No. of N's
	A. General Program			
1.	Is instruction geared to individual student needs and differences?	3.0	0	0
2.	Can all students free elect to participate in all programs?	4.3	0	0
3.	Are the objectives of the exemplary program realistic?	3.3	0	0
4.	Is meaningful instruction provided for relating interests, aptitudes, and abilities to occupations?	3.5	0	1
5.	Are self-concepts presented in a meaningful manner?	3.4	0	0
6.	Are economic activities and concepts related to occupations?	2.6	0	0
7.	Are general orientation concepts presented regarding occupations?	3.2	0	1
8.	Is a basis provided students for selecting future courses?	4.0	0	3
9.	Do students evaluate themselves and make future plans?	4.0	0	3
10.	Is instruction directed toward clear objectives?	3.9	0	0
11.	Are activities carefully planned and scheduled?	4.4	0	0
12.	Do students participate in planning their activities?	3.0	0	1
13.	Are opportunities provided for variety of activities?	4.0	0	0
14.	Do teachers have adequate time to prepare and coordinate instruction?	2.5	5	0
15.	Is material for instruction well organized?	2.6	0	2
16.	To what extent do you use the techniques listed below to provide students with meaningful occupational orientation and/or exploration?	-	-	-

	Question 16	Mean Score	No. of M's	No. of N's
	Rank Order (1). Field trips (2) Resource Persons (3) Films and Filmstrips (4) Bulletin Board Activities (5) Occupational Games (6) Brain storming (7) Skits (8) Committee work (9) Community surveys, student experience in vocational education, student reports (10) Window displays (11) Notebook (12) Use of mock corporation, use of mock union organization			
17.	Are students given an opportunity to explore?	4.0	0	1
18.	Does a special occupational interest club exist?	5.0	0	0
	B. Facilities and Instructional Materials			
19.	Are storage and display facilities adequate?	4.0	2	-
20.	Are provisions made for purchasing equipment and materials?	4.0	1	2
21.	Do instructional materials provided stimulate appropriate practical student activities?	3.7	0	1
	C. Coordination and Planning			
22.	Are plans made to follow-up the interests developed by students?	4.2	1	0
23.	Is there cooperation between the counselor and exemplary teachers?	4.2	1	2
24.	Are meetings to coordinate the efforts of all exemplary teachers held?	4.4	0	1
25.	Has the exemplary program been explained to other teachers and coordinated with other programs?	3.5	2	1
26.	Is an advisory committee being used to help plan and evaluate the program?	0.0	4	3

	Question	Mean Score	No. of M's	No. of N's
27.	Is counseling interwoven into the exemplary program?	3.6	1	1
	D. Professional Growth			
28.	Open-ended question			
29.	Open-ended question			
	E. Public Relations			
30.	Are students well oriented to the program before they enroll?	3.6	0	2
31.	Has a planned and coordinated public relations program been implemented?	3.0	2	4

SUMMARY OF PROCESS SELF-EVALUATION RESPONSES
Junior High Teacher
N = 5

	Questions	$\bar{X}$	M	N
	A. General Program			
1.	Is instruction geared to individual student needs and differences?	3.6	-	-
2.	Can all students free elect to participate in all programs?	4.25	1	-
3.	Are the objectives of the exemplary program realistic?	4.8	-	-
4.	Is meaningful instruction provided for relating interests, aptitudes, and abilities to occupations?	3.6	-	-
5.	Are self-concepts presented in a meaningful manner?	4.0	0	0
6.	Are economic activities and concepts related to occupations?	3.4	-	-
7.	Are general orientation concepts presented regarding occupations?	3.4	-	-
8.	Is a basis provided students for selecting future courses?	3.75	- (4 responses only)	-
9.	Do students evaluate themselves and make future plans?	3.8	-	-
10.	Is instruction directed toward clear objectives?	4.0	-	-
11.	Are activities carefully planned and scheduled?	4.4	-	-
12.	Do students participate in planning their activities?	3.6	-	-
13.	Are opportunities provided for variety of activities?	4.0	1	-
14.	Do teachers have adequate time to prepare and coordinate instruction?	3.75	1	-
15.	Is material for instruction well organized?	3.8	-	-
16.	To what extent do you use the techniques listed below to provide students with meaningful occupational orientation and/or exploration?			

Question	$\bar{X}$	M	N
(Rank Order)	($\bar{X}$)	(No Response)	
(1) Films & Filmstrips	4.4	-	
(2) Resource persons	4.2	-	
(3) Brain storming	4.0	-	
(4) Field trips	4.0	-	
(5) Student experience in vocational education	4.0	-	
(6) Student reports	4.0	1	
(7) Skits	3.8	-	
(8) Occupational games	3.8	-	
(9) Notebook work	3.6	-	
(10) Bulletin board activities	3.4	-	
(11) Committee work	3.0	-	
(12) Window displays	2.7	2	
(13) Community surveys	2	4	
(14) Mock corporation	2	4	
(15) Mock union	2	4	
17. Are students given an opportunity to explore?	4.0	- (4 responses only)	-
18. Does a special occupational interest club exist?	5	2 (3 responses only)	-
B. Facilities and Instructional Materials			
19. Are storage and display facilities adequate?	3.25	1	-
20. Are provisions made for purchasing equipment and materials?	3.8	-	-
21. Do instructional materials provided stimulate appropriate practical student activities?	3.8	-	-
C. Coordination and Planning			
22. Are plans made to follow-up the interests developed by students?	4.0	-	-
23. Is there cooperation between the counselor and exemplary teachers?	3.4	-	-
24. Are meetings to coordinate the efforts of all exemplary teachers held?	4.4	-	-
25. Has the exemplary program been explained to other teachers and coordinated with other programs?	3.2	-	-
26. Is an advisory committee being used to help plan and evaluate the program?	-	3	2

Question	$\bar{X}$	M	N
27. Is counseling interwoven into the exemplary program?	4.5	-	-
D. Professional Growth			
28. Open-ended question			
29. Open-ended question			
E. Public Relations			
30. Are students well oriented to the program before they enroll?	3.8	-	-
31. Has a planned and coordinated public relations program been implemented?	3.3	1 (4 responses only)	-

SUMMARY OF RESPONSES TO TEACHER QUESTIONNAIRES

Elementary Schools

A. List and briefly describe what you consider to be the five major STRENGTHS of this exemplary program.

- Career exploration information.
- To develop respect for all types of workers.
- To show the interrelatedness of work and workers.
- To develop an interest and pride to become a contributing member of society.
- Being able to go on field trips.
- Having busses provided for field trips.
- Having a coordinator who is willing and helpful in so many ways.
- Being open to all fifth and sixth grade students.
- Presenting to the children the ideals that school is important and relates to their life now and later.
- Introducing different types of work you can do with your ability.
- Finding out why you should learn something in school.
- Learning that all jobs require additional studying after going to work.
- Learning that people do enjoy the work they do in different jobs.
- Learning that anyone can get and keep a job if he plans ahead.
- Acquainting both boys and girls with all occupational fields.
- Seeing the various occupations being performed through field trips.
- Having resource people coming to the classroom.
- Having excellent unit work prepared by the club sponsors.
- It gives the pupils a chance (now while in grade school) to choose occupations they can plan for.
- Students are given an awareness of the many types of jobs available.
- They are beginning to realize that an education is needed through high school.

STRENGTHS (elementary level)

- They are definitely interested in the different money problems and values.
- Our coordinator has helped very much - made the program much stronger.
- Create a desire to learn.
- Explore the unknown of industry to work.
- Create and show the dignity of work, regardless of what the job is.
- Give the child the experience of finding out the many types of jobs and occupations that they may look forward to in later life.
- It helps the teacher and the pupil in a learning situation that helps the overall program.

TEACHER QUESTIONNAIRES

Elementary Level

B. List and briefly explain what you consider to be the five major needs or WEAKNESSES of this exemplary program.

- We need more time.

- More work processes in the classroom.

- More awareness of the program in the entire school (faculty).

- We are fortunate to have a good coordinator who has been able to schedule speakers, field trips and strengthen the elementary program.

- The major weaknesses I perceive is that all elementary children need to have the opportunity to participate in this program.

- I would like more business firms to be aware of our program.

- The news media needs to know of and report to the public about our main objectives and activities.

- Some time to plan.

- Shouldn't repeat next year what we did this year.

- Sometimes the after-hours clubs conflict with other activities such as baseball, music lessons, etc.

- Having the club objectives in the homeroom instead of after school.

- More correlation between the club and the community.

TEACHER QUESTIONNAIRES

Elementary Level

C. Please briefly outline recommendations that you feel would IMPROVE the exemplary program.

- The faculty needs to be more familiar with the program.
- The students need to see more jobs being done (action).
- Possibly improve the curriculum.
- Improve film strips.
- Hand out materials for students.
- Need to come up with new places to go on field trips.
- Need to explore more areas of job clusters.
- Need to see more workers doing their jobs.

TEACHER QUESTIONNAIRES

Junior High Level

A. List and briefly describe what you consider to be the five major STRENGTHS of this exemplary program.

- Developing good personal habits, (being on time, etc.)
- Developing good attitude toward working.
- Learning to be well groomed.
- Developing work skills (my students work in the cafeteria).
- Learning to get along with each other.
- Relating to the students' needs.
- Making school interesting.
- Giving information about possible life work.
- Raising a student's self-esteem.
- Giving them goals for the future instead of having everything now.
- Ability to work with other people.
- Developing work skill.
- Developing good attitude toward job and fellow classmates.
- Becoming aware of the outside world of work.
- Practice good grooming.
- Students get to visit different occupations through field trips.
- Students get to hear visiting speakers that come to the meetings.
- Students learn to associate school curriculum with occupations.
- Helps students to start thinking about their future.
- Students get to do some things associated with occupations.
- To help students that need to know how to gain entry into the world of work.
- To help students develop knowledge of his vocational preference.
- To help students relate educational requirements with job requirements.

TEACHER QUESTIONNAIRES

Junior High Level

B. List and briefly explain what you consider to be the five major needs or WEAKNESSES of this exemplary program.

- More field trips.
- More guest speakers.
- More opportunity to work in various jobs.
- Better environment for students.
- Involving more students.
- Having more time.
- Having a little more organization of units.
- Letting students without handicaps participate.
- Giving other teachers in the school more information about program.
- Students with low abilities.
- Students with many behavior problems mostly created from the home.
- Having more community involvement.
- Having club activities put into other school classes.
- Coordinator has done excellent job.
- More space in classroom.
- Students and transferring.
- Selection of students (class doesn't need mentally retarded majority).

TEACHER QUESTIONNAIRES

Junior High Level

C. Please briefly outline <u>recommendations</u> that you feel would improve the exemplary program.

- Opportunity for every child to take "World of Work".

- I think the ideal situation would be to greatly expand the program, especially in junior and senior high. It would be beneficial if every student who desires could take advantage of the program.

- To select a child interested in the World of Work, not just place one because they can't make the grade in another class.

- Student selection.

- Students need to be tested before entering the class. Goals cannot be met when majority is mentally retarded. There seems to be some confusion in the meaning of culturally deprived and mentally retarded. This needs to be improved before the class can really be a success.

TEACHER QUESTIONNAIRES

Senior High Level

A. List and briefly describe what you consider to be the five major STRENGTHS of the exemplary program.

- It gives students a chance to explore many different types of occupations.

- It gives the students a chance to work at different jobs to see if the hands on experience is what they expected or want.

- With the type of work being done, the students have to learn to get along with each other and work together.

- With the class of students we have, it gives them a chance to express themselves and make decisions they don't get in other classes.

- Experience in real live work.

- Background behind the work performed.

- Counselors in three levels help teachers by coordination of program.

- Field trips to industry to illustrate learning.

- Small class size enables teacher to work on a one-to-one basis with students.

- Opportunity to experiment.

- After the 10th grade, Tulsa has a variety of vocational courses students can take to learn more about their occupational interest.

TEACHER QUESTIONNAIRES

Senior High Level

B. List and briefly explain what you consider to be the five major needs or WEAKNESSES of this exemplary program.

- Not enough equipment or facilities.
- More careful screening of students selected to participate in program.
- Workbooks or books that are easier to read.
- Wider range of students from all walks of life.
- The areas of study need to be coordinated together from school to school.
- Class area does not have outside work area.
- Work space is very limited.

TEACHER QUESTIONNAIRES

Senior High Level

C. Please briefly outline recommendations that you feel would improve the exemplary program.

- Provide larger work space to include some outside work area.
- Assistant instructors in classes of 12 or more students.
- Classroom should not be shared with another class.
- Material be available in a short period of time (one or two days).
- The program needs to be organized from grade to grade and school to school.
- Equipment or facilities to teach the various cluster occupations. For example, in teaching food services, I do not have access to equipment to teach quantity cookery, or to show how food should be refrigerated or stored.